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ABSTRACT

This annotated bibliography contains 321 references to materials related to sex role socialization in young children. Included are: (1) general references; (2) references on the influence of media, school, and family; and (3) references on curriculum materials. Prepared in conjunction with "Sex Role Socialization in Early Childhood," a paper reviewing theory and research related to the sex role socialization of young children, this bibliography provides annotations for all references cited in the paper as well as for approximately 200 additional references. The bulk of research cited was conducted between 1970 and 1977. (Author/SB)

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SEX ROLE SOCIALIZATION IN EARLY CHILDHOOD: AN ANNOTATED BIBLIOGRAPHY

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PREFACE

This annotated bibliography was prepared in conjunction with Sex Role Socialization in Early Childhood, a paper reviewing theory and research related to the sex role socialization of young children. The paper is available separately from ERIC/ECE. This bibliography contains annotations of all references cited in the paper as well as approximately 200 additional related references. The bulk of research cited was conducted between 1970 and 1977.

1. Baldwin, A. L. (Ed.), Theories of child development. New York: John Wiley and Sons, Inc., 1967.

   Reviews seven major theories of child development: (1) Heider's Naive Psychology, (2) Lewin's Field Theory, (3) Piaget's Theory, (4) Freud's Psychoanalytic Theory, (5) Stimulus-Response Theory, (6) Werner's Organismic Theory and (7) Parson's and Bale's Sociological Viewpoint. A chapter on the integration of these theories is included.

2. Bandura, A., & others. A comparative test of the status envy, social power, and secondary reinforcement theories of identificatory learning. Journal of Abnormal and Social Psychology, 1963, 67(1), 527-534.

   Predictions derived from three theories of identificatory learning were tested in three-person groups representing prototypes of the nuclear family. Subjects were 36 boys and 36 girls, 37- to 39-month-old nursery school children. 24 children participated in each of the three conditions. It was concluded that children's behavior is the result of more than one imitation source.

3. Bandura, A. Social learning theory of identification process. In D. A. Goslin (Ed.), Handbook of socialization theory and research. Chicago: Rand McNally and Co., 1971, 213-262.

   An overview of the conceptual scheme, strategies of research and major empirical findings based on a social-learning theory of identification. The conceptualization of observational learning and the modeling process is presented as a continuous ongoing process dependent on both direct and vicarious experiences with a wide variety of actual or symbolic models.

4. Bandura, A., & others. Observational learning as a function of symbolization and incentive set. Child Development, 1966, 37, 499-506.

   This study investigated the effects of symbolization on delayed reproduction of modeling stimuli in a test of the contiguity-mediational theory of observational learning. 36 boys and 36 girls aged 6-8 were randomly assigned to either the facilitative symbolization, passive observation, or the competing symbolization conditions, either under a positive incentive set or no incentive.

5. Bardwick, J. M. Psychology of women. New York: Harper and Row, 1971.

This book attempts to analyze and describe the psychological dynamics of the middle-class American woman. Personality, skill, ego-development and self-esteem differences between men and women are explored as a function of differences in anatomy and biology and the process of socialization. Psychoanalytic theory of the psychology of women is explored and rejected.

6. Bardwick, J. M. The sex hormones, the central nervous system and affect variability in humans. In V. Franks & V. Burtle (Eds.), Women and therapy: New psycho-therapies for a changing society. New York: Brunner/Mazel, Inc., 1974, 27-50.

A consideration of the question of the nature of the relationship between physiological factors and psychological states is presented. Possible physical differences between the sexes which would result in behavioral differences are explored. The author concludes that there are differences between sexes and within either sex; however, the complex relationship between physiology and behavior shows influences in both directions.

7. Baumrind, D. From each according to her ability. School Review, February 1972, 80(2), 161-197.

The author examines possible sources of instrumental incompetence in women, including their views of themselves as victims. Research findings on socialization practices and their effects on children are reviewed, and two alternative patterns of child-rearing are posed. The author offers some subjective reflections, and suggests some implications for full equality of the sexes.

8. Bem, S. L. Sex-role adaptability: One consequence of psychological androgyny. Journal of Personality and Social Psychology, 1975, 31, 634-643.

The Bem Sex Role Inventory (BSRI), containing separate masculine and feminine scales was administered to college students. An androgyny score was obtained for each S. This score is the ratio of difference between his/her endorsement of masculine or feminine personality characteristics with regard to the standard deviations of his/her masculinity and femininity scores. Degree of androgyny was evaluated in relation to flexibility in situationally effective behavior.

8a. Bem, S. L. & others. Sex typing and androgyny: Further explorations of the expressive domain. Journal of Personality and Social Psychology, 1976, 34(5), 1016-1023.

Two studies examined the relationship between degree of masculinity, femininity, or androgyny and nurturance.

9. Bernard, J. Change and stability in sex-role norms and behavior. Journal of Social Issues, Summer 1976, 32(3), 207-224.

Sex-role change is examined in terms of three models which focus on the relationship between norm and behavior in the process of change.

10. Bettelheim, B. Growing up female. Harper's, October 1962, 120-128.

In this article the author addresses a still critical problem: "the sense of grievance" felt by many women. He discusses the contradictory goals set for girls and crippling irrational demands placed on them with particular attention to child-marriage-career conflicts. The role of psychoanalysis in the psychology of women is examined.

11. Beuf, A. Doctor, lawyer, household drudge. Journal of Communication, Spring 1974, 24(2), 142-145.

Studied the sex-role perceptions of 63 3- to 6-year-olds from a middle-class surburban community who were born since the advent of the women's liberation movement. Data indicate that regardless of the amount of attention the women's liberation movement attracts, children are still learning about a sex-typed role structure, especially in the occupational sphere.

11a. Birns, B. The emergence and socialization of sex differences in the earliest years. Merrill-Palmer Quarterly, 1976, 22(3), 229-254.

In this review the emergence of sex differences is presented with reference to neonates, infants, and preschool children. The data on socialization is summarized with relation to adult-newborn, adult-infant, and adult-preschool children interaction.

12. Block, J. H. Conceptions of sex role: Some cross-cultural and longitudinal perspectives. American Psychologist, 1973, 28, 512-526.

A new model is described which attempts to delineate socializing influences on the development of sex-role identity in the context of the larger developmental tasks faced by the individual, i.e., ego and cognitive development. In support of the model two bodies of the author's research are described.

13. Block, J. H. Debatable conclusions about sex differences. Contemporary Psychology, 1976, 21(8), 517-522(a).

A review of Maccoby and Jacklin's The Psychology of Sex Differences. The author points to three areas of significant weakness which make use of the book as a definitive text inappropriate. The weaknesses are characterized as follows: Slippages (errors and omissions) made were too frequent and in areas influencing conclusions to be drawn; moot decisions, principles that importantly shape conclusions drawn were used; sex difference research to date often does not allow for sensible conclusions.

14. Block, J. H. Issues, problems, and pitfalls in assessing sex differences: A critical review of "The Psychology of Sex Differences." Merrill-Palmer Quarterly, 1976, 22, 283-308(b).

A review of Maccoby and Jacklin's The Psychology of Sex Differences. Three basic weaknesses are extensively illustrated and new and different conclusions are drawn based on reanalysis of and addition of omitted data and reconsideration of statistical and age biases.

15. Block, J., & others. Sex role and socialization patterns: Some personality and environmental antecedents. Journal of Consulting and Clinical Psychology, 1973, 41, 321-341.

A study using longitudinal data to assess the relationship between family characteristics such as conventionality of parental role differentiation on the femininity/masculinity and degree of socialization of 30-to 40-year-old men and women. The nature of the relationship between degree of socialization and degree of femininity/masculinity was also examined.

16. Bronfenbrenner, U. Freudian theories of identification and their derivatives. In C. B. Stendler (Ed.), Readings in child behavior and development. New York: Harcourt, Brace & World, Inc., 1964, 102-121.

The classic article critically reviewing the original Freudian theories of identification and subsequent modifications of the Freudian conceptualization by Stoke (1950), Mowrer (1950), Sanford (1955), Sears (1957) and Parsons (1955). Each of these theoretical formulations was examined and evaluated in light of the empirical data available at that time.

17. Broverman, I. K., & others. Sex-role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970 34(1), 1-7.

Sex-role stereotyping among clinical psychologists, psychiatrists, and social workers was examined on a questionnaire of 122 bipolar items. 79 clinicians were asked to rate each item as indicative of a mature, healthy, socially competent (a) adult, (b) male, (c) women. Clinical judgments about mental health differed as a function of sex.

18. Broverman, I. K., & others. Sex-role stereotypes: A current appraisal. Journal of Social Sciences, 1972, 28, 59-78.

A summary of the results of several studies using the Sex-Role Questionnaire, an instrument that assesses individual perceptions of "typical" masculine and feminine behavior. This data provides normative indices of the content of sex-role standards. One of the major findings was that characteristics ascribed to men are positively valued more often than characteristics ascribed to women.

19. Burlin, F. Occupational aspirations of adolescent females. 1974. (ERIC Document Reproduction Service No. ED 123 838)

Presents findings from a study that investigated the ideal and real occupational aspirations (classified as Innovative, Moderate, or Traditional) among adolescent females with respect to locus of control and other social and psychological variables, e.g., parental education, mother's work and occupational status.

20. Caplan, P. J. Sex differences in antisocial behavior: Does research methodology produce or abolish them? Human Development, 1975, 18(6), 444-460.

The literature on sex differences in antisocial behavior is classified into two categories: those studies which demonstrate boys to be more antisocial and those which show no difference. The former tends to result when there is both a failure experience and an adult present, the latter when neither of these conditions obtains.

21. Condry, J., & Dyer, J. Fear of success: Attribution of cause to the victim. Journal of Social Issues, 1976, 32(3), 63-82.

Theory and research on the psychological construct of "fear of success" is reviewed in the context of Homer's (1968) formulation of the motive. The authors question both validity and reliability of the original motive, pose a situational rather than a motivational interpretation of the data, and discuss implications for changes in sex-role socialization.

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*For information on ERIC documents (ED numbers), see pages 69 and 70.

22. Courtois, C., & Sedlacek, W. E. Sex differences in perceptions of female success. Research report no. 2-75. College Park, Maryland: Maryland University, 1975. (ERIC Document Reproduction Service No. ED 122 167).

A scale to measure fear of women's success (SASWS) modeled after the Situational Attitude Scale (SAS) was administered to 59 upperclass students (33 females, 26 males). Results indicate that both men and women feel that male success is more expected and believable in our society. However, the hypothesis that women show a greater tendency to avoid success was not supported. The situation showing the greatest disparity in support between men and women depicted a women being named head of the Engineering Department. Women were more positive toward this situation than men.

23. Cramer, P., & Hogan, K. A. Sex differences in verbal and play fantasy. Developmental Psychology, March 1975, 11(2), 145-154.

Investigated 2 types of fantasy productions by 45 male and female 3 to 6-year-olds and by 47 male and female 11-to 12-year-olds. Findings are discussed in terms of boys' and girls' sexual identity, as this derives from feelings about their own bodies.

24. Darley, S. A. Big-time careers for the little woman: A dual-role dilemma. Journal of Social Sciences, 1976, 32(3), 85-98.

An explanation is presented for differential career achievement in women and men, based on social psychology theories, such as role theory, social comparison and attribution theory. The paper foucses on the situational factors which operate on women to shape their domestic and professional choices and behavior.

25. Deutsch, C. J. & Gilbert, L. A. Sex role stereotypes: Effect on perceptions of self and others and on personal adjustment. Journal of Counseling Psychology, July 1976, 23(4), 373-378.

For females only, the Bem Sex Role Inventory (BSRI) tests of 128 college students showed: (1) dissimilar concepts of self and others, ranking least-to-most sex typed in the order predicted, (2) inaccurate perceptions of the other sex's ideal, and (3) association of sex typing with poor adjustment. Results are discussed.

26. Domash, L., & Balter, L. Sex and psychological differentiation in preschoolers. Journal of Genetic Psychology, March 1976, 128(1st half), 77-84.

Explored the relationship between selected maternal attitudes as related to the sex, sex-role preference, and level of psychological differentiation of the preschool child. Ss were 92 mother-child pairs, with males and females (mean age, 66 mo.) evenly divided. It is suggested that a different set of maternal attitudes facilitates psychological differentiation for each sex.

27. Drecksel, D. A systemic perspective of communication and sexism. 1976. (ERIC Document Preoduction Service No. 130 352)

Communication and sexism are analyzed from a systemic perspective, illustrating how sexism is perpetuated through sexist interaction and symbol systems. Sexism is shown to be a disease in our society, which creates a societal situation with double-binding sex-role symbols which limit our adaptability. A remedy for sexism is suggested which recognizes the systemic properties of communication systems.

28. Eakins, B. (Ed.), & others. SISCOM '75, Women's (and men's) communication: Proceedings of the speech communication association summer conference (10th, Austin, Texas). (ERIC Document Reproduction Service No, ED 127 643, microfiche only).

The papers collected in this volume document the research and opinions of speakers at the summer 1975 conference of the Speech Communication Association concerning sex-related aspects of communication.

29. Edelsky, C. The acquisition of communicative competence: Recognition of linguistics correlates of sex roles. Merrill-Palmer Quarterly, January 1976, 22(1), 47-59.

Examines one aspect of communicative competence: the recognition of linguistic correlates of sex roles. Acquisition occurred according to 2 patterns: (1) increasing approximation to adult norms, and (2) rule learning and rule differentiation. Timing of these developmental sequences is discussed.

30. Edelsky, C. Recognizing sex-linked language. Language Arts , October 1976, 53(7), 746-752.

31. Erikson, E. H. Eight ages of man. In C. B. Stendler (Ed.), Readings in child behavior and development. New York: Harcourt, Brace and World, Inc., 1964, 242-255.

The classic statement of Erikson's reformulation of Freudian theory of personality development. Unlike Freud, Erikson incorporates into his theory the basic demands of society at each stage of development. Development is envisioned as a lifetime process extending beyond puberty.

32. Eskilson, A., & Wiley, M. G. Sex composition and leadership in small groups. Sociometry, September 1976, 39(3), 183-194.

Leader behavior of males and females in three-person experimental groups was investigated in varying contexts. Deviating from stereotypical expectations, females reacted to "achieved" leader role by relatively intense leadership efforts, a response predicted for males but not for females. Also, both sexes addressed more directive behavior towards own sex groups.

33. Evans, D. A. Emerging truths on the psychology of women, as through a glass darkly. Counseling Psychologist, 1976, 6(2), 60-62.

Review contains a wide variety of perspectives on how sex role stereotyping limits the psychological growth and development of women, and on how the apparent limitations may be redressed by different kinds of intervention strategies.

34. Farmer, H. S., & Backer, T. E. II. New career options for women: A woman's guide. New York: Human Sciences Press, (in press).

A summary of the major subjects in "A Counselor's Sourcebook," designed for women who are planning careers alone or with the help of a counselor. It reviews employment opportunities, legislatio, child-care, etc., and offers practical advice for women returning to work and/or combining families and careers.

35. Farmer, H. S., & Backer, T. E. III. New career options for women: A selected annotated bibliography. New York: Human Sciences Press, (in press).

A valuable resource containing 240 annotations of books, journals, articles and reports from such fields as economics, sociology, anthropology and psychology pertaining to women and work.

36. Farmer, H. S., & Bohn, M. J. Home-career conflict reduction and the level of career interest in women. Journal of Counseling Psychology , 1970, 17(3), 228-232.

The effect of home-career conflicts on the level of women's vocational interests, as measured by the Strong Vocational Interest Blank for women was investigated. 50 working women (25 married and 25 single) were tested with standard and conflict-reducing instructions. Vocational interest in all women increased when home-career conflict was reduced.

36a. Fisher, S. The female orgasm. New York: Basic Books, Inc., 1973.

This book deals with how a woman's personality influences her sexual responsiveness and her experiences with body function.

37. Frieze, I. H. & Ramsey, S. J. Non-verbal maintenance of traditional sex roles. Journal of Social Issues, Summer 1976, 32(3), 133-142.

Non-verbal behavior is a powerful and consistent channel for communication in women of low status. Both in direct interactions with men and in personal styles of feminine behavior, non-verbal cues actively perpetuate traditional sex-role stereotypes, often in ways of which most people are unaware.

38. Gilmore, B. To achieve or not to achieve: The question of women. October 1975, (ERIC Document Reproduction Service No. ED 124 855)

Questionnaire and projective data from 323 women aged 18 to 50 were analyzed in order to study the relationship of need achievement and motive to avoid success to variables such as age, sex role ideology, and stage in the family cycle. Family background and educational variables were also considered.

39. Gold, A. R., & St. Ange, M. C. Development of sex role stereotypes in black and white elementary school girls. Developmental Psychology, May 1974, 10(3), 461.

Examined the effect of race on degree of stereotyping for 20 1st- and 20 3rd-grade girls. Both races gave equally stereotyped responses to questions about children, but blacks gave fewer stereotyped responses than whites to questions about adults. The bearing of the results on theories of the development of sex role stereotypes is discussed.

40. Green, R. Sexual identity conflict in children and adults. New York: Basic Books, 1974.

Presents a historical and cross-cultural survey of the transsexual phenomenon and reviews current experimental and clinical material on transsexual development. Includes transcripts of interviews with adult and child transsexual and describes treatment procedures.

41. Hammel, L. "When I grow up I'm going to be..." An old game, new ideas. New York Times, June 12, 1976.

52 fifth-graders were interviewed at two schools in New York City in an attempt to examine sex-role stereotypes in boys and girls in relation to career aspirations and expectations.

42. Harris, D. V. Physical sex differences: A matter of degree. Counseling Psychologist, 1976, 6(2), 9-11.

Argues that there is a hormonal difference which exists between males and females which precludes the females from developing the same degree of strength, speed and power as her equally trained male counterpart. Nonetheless, the female has the ability to develop a high level of skills in any sport.

43. Harris, L. H., & Lucas, M. E. Sex-role stereotyping. Social Work, September 1976, 21(5), 390-394.

A recent study conducted at the University of Minnesota indicates that students may be adopting a new definition of mental health--one in which traditional sex-role stereotypes are abandoned in favor of more human and flexible standards.

44. Hartley, R. E. A developmental view of female sex-role identification. In. B. J. Biddle & E. J. Thomas (Eds.), Role theory: Concepts and research. New York: Wiley, 1966, 354-361.

This paper discusses aspects of the development of female sex-roles in childhood. Activities and toy-choices are the major focus. The processes by which sex-role definition comes about at various ages are analyzed in light of existing research findings. Significant class-based differences in definition were thought to exist.

45. Hartley, R. Sex-role pressures and the socialization of the male child. In H. Behrens & G. Maynard (Eds.), The changing child. Glenview, Illinois: Scott, Foresman, and Company, 1972.

46. Hoffman, L. W. Early Childhood experiences and women's achievement motives. Journal of Social Issues, 1972, 28(2), 129-155.

Research findings in child development are critically reviewed to shed light on female achievement motives and behavior. The examination of research on independence and autonomy training of young children and early mother-infant interaction point to different socialization experiences of male and female children. Females' high need for affiliation is seen to influence achievement motives.

47. Hoffman, M. L., & Levine, L. A. Early sex differences in empathy. Developmental Psychology, 1976, 12, 557-558.

The correlation between sex and empathy scores in preschool middle class children was explored. Feshbach and roe's (1968) technique was the empathy measure employed. Statistically borderline (p.06) sex differences were found; these findings coupled with earlier similar findings yield results which the authors indicate are clearly significant.

47a. Horner, M. S. Toward an understanding of achievement-related conflicts in women. In J. Stacey, S., Bereaud, & J. Daniels (Eds.), And Jill came tumbling after: Sexism in American education. New York: Dell Publishing Co., 1974, 43-63.

A review of achievement-motivation studies within the framework of an expectancy-value theory of motivation. Empirical evidence for the existence of the motive to avoid success in women is presented, using verbal cues on the standard Thematic Apperception Test for the achievement motive.

48. Iglitzin, L. A child's-eye view of sex roles. In Sex role stereotyping in the schools. Washington, D.C.: National Education Association, 1973.

Fifth graders answered a series of questions on career and employment patterns, social roles in home and family, and the child's view of his/her future life as an adult. A follow-up study also posed questions on children's political information and awareness.

49. Jordan-Viola, E., & others. Feminism, androgyny, and anxiety. Journal of Consulting and Clinical Psychology, October 1976, 44(5), 870-871.

This project studied relationships of feminism to psychological androgyny and anxiety. Anxiety and androgyny were positively correlated among university and working women. Anxiety and masculinity were negatively related among feminists and university women.

50. Kagan, J. The emergence of sex differences. School Review, 1972, 80, 217-228.

This paper summarizes what has been learned about sex differences in the first two years of life. The following areas are reviewed: susceptibility to fear, cognitive functioning, sex differences in variability and sex differences in relation to social class.

51. Kohlberg, L. A cognitive developmental analysis of children's sex-role concepts and attitudes. In E. Maccoby (Ed.), The development of sex differences. Stanford, California: Stanford University Press, 1966.

Documents and elaborates the cognitive-developmental theory of sex-role socialization. Uses findings from relevant research to show how children's sex-role development is patterned by their cognitive organization of their social world along sex-role dimensions.

52. Kramer, C. Female and male perception of female and male speech. August 1975. (ERIC Document Reproduction Service No. ED 128 715)

Study results give strong evidence that the speech of females and the speech of males, as perceived by women and by men, do not have the same subject matter, or the same manner of delivery.

53. Kravetz, D. F. Sex role concepts of women. Journal of Consulting and Clinical Psychology, June 1976, 44(3), 437-442.

This study examined the sex role concepts of women (N=150). It was hypothesized that given the growing influence of the women's movement, women would not conceptualize healthy women and men in terms of sex role stereotypes. Results indicated that descriptions of women and men did not correspond to sex role stereotypes.

54. Kronsky, B. J. Feminism and psychotherapy. Journal of Contemporary Psychotherapy, Spring 1971, 3(2), 89-98.

Discusses Freudian theory and recommends certain departures from the theory when the therapist is dealing with women. It is suggested that the feminist-oriented therapist should be very careful in subjecting female patients to interpretations which stress negative attitudes toward men, and should recognize that partial identification with male figures is healthy in a male-dominated society. The goal of such a therapist should be to support the client in developing assertiveness and help her in overcoming any resulting guilt and shame. Three cases are presented to illustrate feminist-oriented therapy.

55. LaVoie, J. C., & Andrews, R. Facial attractiveness, physique and sex role identity in young children. Developmental Psychology, 1976, 550-551.

The relationship between body type and physical attractiveness to sex role preferance, orientation, adoption, and constancy was assessed. Ss were middle class whites ranging in age from 3 to 9 years. Physical attractiveness and body stereotypes did not significantly influence sex role development.

56. Lee. P. C. Sex role, culture, and human survival. (Paper presented at the Women's Action Alliance Conference on Nonsexist Education, Airlie House Conference Center, Washington, D.C., October, 1976b)

Presents a model of interaction between culture and rate of sex role change which suggests that sex role changes threaten our cultural integrity because they are proceeding too slowly. Looks at technological changes and courtship, marriage, family, and division of labor.

57. Lockheed, M. E., & Hall, K. P. Conceptualizing sex as a status characteristic: Applications to leadership training strategies. Journal of Social Issues, Summer 1976, 32(3), 111-124.

This paper characterizes sex as a status characteristic, presents data supportive of the characterization, and offers suggestions for remedying the noted inbalance.

58. Lynn, D. B. Determinants of intellectual growth in women. School Review, February 1972, 80(2), 241-260.

This paper postulates that the intellectual development of women is based on an interaction of: biologically-rooted potentials, parent-child relationships and sex-role identification, and both blatant and subtle cultural reinforcement of traditional feminine-role prescriptions. It also suggests areas of research for improving the quality of the education of girls and women.

59. Maccoby, E. E., & Jacklin, C. N. The psychology of sex differences. Stanford: Stanford University Press, 1974.

This book is a sequel to Maccoby's (1966) book, The Development of Sex Differences. The results of approximately 1600 studies (published for the most part between 1966 and 1973) are considered and the studies are annotated. Differences between the sexes in intellectual and social behaviors commonly thought to be sex-differentiated are examined, and their possible origins are explored.

60. Mason, K. O. & others. Change in U.S. women's sex role attitudes, 1969-1974. American Sociological Review, August 1976, 41(4), 573-596.

Notes that the structural or ideological positions represented by educational attainment and employment experience are strongly related to women's sex role attitudes--higher education and more recent employment experience being associated with less traditional outlook.

61. Meda, R., & others. A model of sex-role transcendence. Journal of Social Issues, Summer 1976, 32(3), 197-206.

A three-stage model of sex-role development which accounts for the failure of traditional models to explain sex-role socialization and eliminate discrimination is proposed. The model necessitates exploration of multiple interactive processes which influence sex-role development and several different mechanisms of growth.

62. Menaker, E. The therapy of women in the light of psychoanalytic theory and the emergence of a new view. In V. Franks, and V. Burtle (Eds.), Women in therapy: New psychotherapies for a changing society. New York: Brunner/Mazel, 1974, 230-246.

An exploration of the psychology of women from a neo-Freudian standpoint, emphasizing the role played by the socio-cultural context. The problems engendered by rapid social change as well as by historical misconceptions of the nature of women are evaluated as they presently affect the self-definitions of women. Special needs of women in therapy are considered.

62a. Miller, J. B. (Ed.). Psychoanalysis and women. Baltimore: Penguin Books, 1973.

A collection of writings on female sexuality and sex-role identity by prominent psychiatrists examines the role that suppression of women has played in the conscious and unconscious life of both sexes.

63. Mischel, W. Sex-typing and socialization. In P. H. Mussen (Ed.), Carmichel's manual of child psychology New York: John Wiley, 1970.

This chapter examines some of the theoretical, methodological and empirical issues in the field of socialization, with particular reference to the emergence of psychological differences. The author reviews the major socialization theories, and concludes that sex-typing should be governed by the same fundamental principles that regulate the development of other complex forms of social behavior.

64. Mitchell, J. Psychoanalysis and feminism. New York: Pantheon, 1974.

A political-philosophical reexamination of the Freudian psychology of women illustrating the power of Freud's analysis of the development and place of women within a patriarchical system.

65. Moulton, R. Sexual conflicts of contemporary women. In E. G. Witenberg (Ed.), Interpersonal explorations in psychoanalysis. New York: Basic Books, 1973.

Examines the anxiety-producing effects of rapid social change on the emotions of women. Past misconceptions regarding the nature of women are exposed and present unconscious conflicts experienced by women are explored.

66. Nadelman, L. Sex identity in American children: Memory, knowledge, and preference tests. Developmental Psychology, 1974, 10(3), 413-417.

Used 40 black ink line drawings of masculine or feminine items to measure the sex role related memory, knowledge, and preference of 240 boys and girls in kindergarten and 3rd grade. Findings are presented in each of these areas by age and sex of child.

67. Persico, B., & others. Sex, race, and reactions to injustice. 1975. (ERIC Document Reproduction Service No. ED 128 684).

The present study examines individual reactions to injustice as a function of the race and sex of the subject. The results indicate that black females and white males take greater action to correct an inequity when compared to both white females and black males.

68. Phillips, J. L. The origins of intellect: Piaget's theory. San Francisco: W. H. Freeman, and Co., 1969.

This book presents a non-technical summary of Piaget's theory of the development of intelligence. Areas covered include: (1) Piaget's methods and the relation of his theory to other theories, (2) the stages of intellectual development in Piaget's theory--sensorimotor, concrete operational, and formal operational--and, (3) educational implications.

69. Pleck, J. H. The male sex role: Definitions, problems and source of change. Journal of Social Issues, Summer 1976, 32(3), 155-164.

This article examines some persistent paradoxes in the definition of the male role, and proposes a distinction between traditional and modern male roles. Four current perspectives on the problem of the male role are distinguished.

70. Poorman, P. & others. Aggressive behavior as a function of age and sex. Journal of Genetic Psychology, June 1976, 128(2), 183-187.

Results of an experiment with preschoolers and adolescents indicated that aggression by females toward females was relatively stable over age, while aggression by males toward other males increased markedly. The implication of findings for reinforcement explanations of sex differences in aggression are discussed.

71. Powell, B., & Reznikoff, M. Role conflict and symptoms of psychological distress in college-educated women. Journal of Consulting and Clinical Psychology, June 1976, 44(3), 473-478.

Sex-role attitudes, need for achievement, and employment patterns of 136 Wellesley graduates out of college 10 years and 132 out of college 25 years were studied in relation to symptoms of mental illness. Women with contemporary sex-role orientations exhibited significantly higher symptom scores.

72. Rohner, R. P. A worldwide study of sex differences in aggression: A universalist perspective. 1976. (ERIC Document Reproduction Service No. ED 125 957)

The objective of this research paper is to present evidence showing that sex differences in aggression are universal, but that within limits the differences are also highly susceptible to experimental modification. Generally, the three theoretically competing methodologies show that males are more aggressive than females on a panspecies level.

73. Rosenberg, B., & Sutton-Smith, B. A revised conception of masculine-feminine differences in play activities. In H. Behrens & G. Maynard (Eds.), The changing child. Glenview, Ill.: Scott, Foresman, and Co., 1972.

Presented a list of 181 children's games to 187 children in fourth, fifth, and sixth grades and asked them to indicate which of the games they liked and which they disliked. The results suggested that boys have fewer games that differentiated them from girls than girls have which differentiate them from boys.

74. Rosenkrantz, P., & others. Sex-role stereotypes and self-concepts in college students. Journal of Consulting and Clinical Psychology, 1968, 32(3), 287-295.

A questionnaire administered to 74 male and 80 female college students aimed at probing the extent to which sex-role stereotypes, with their associated social values, influence the self-concepts of men and women. Subjects were asked to rate 122 bipolar items as typical of adult males, adult females and themselves.

75. Rossi, A. S. Equality between the sexes: An immodest proposal. In Lifton, R. J. (Ed.), Women in America. Boston: Houghton-Mifflin, 1965, 98-143.

A classic early statement of the conception of androgynous upbringing of children and a change in the concept of mothering as a prelude to equality of the sexes. Instructional levers of achieving sexual equality are considered. Among those mentioned are changes in residence patterns, child care, and education.

76. Ruble, D. N., & Higgins, E. T. Effects of group sex composition on self-presentation and sex-typing. Journal of Social Issues, Summer 1976, 32(3), 125-132.

It is proposed that the sex composition of a group affects the sex-role awareness and sex-related responses of its members, and that such effects can operate even when there is no actual or anticipated verbal interaction among group members.

77. Sargent, S., & Hart, R. The development of environmental competence in girls and boys. In P. Burnett (Ed.), Women in society. Chicago, Ill.: Maracoufa Press, 1976. (in press)

Some of the differences in the environmental experiences of boys and girls are reviewed and related to sex differences in spatial ability. It is maintained that both the experiences and spatial abilities are influenced by sex-differentiated parental attitudes, rules and expectancies regarding the spatial activity of the two sexes.

78. Sears, R. R. Relation of early socialization experiences to self-concepts and gender role in middle childhood. Child Development, 1970, 41, 267-289.

The relationship in 6th grade children between self concept and the following 5 variables were measured: reading and arithmetic achievement, family size, ordinal position, maternal and paternal warmth and masculinity-femininity (measured by a revision of the femininity scale in the California Psychological Inventory). Of prime interest is the finding that for both sexes low self concept was significantly associated with femininity.

79. Shainess, N. Let's bury old fictions. Psychiatric Opinion, June 1972, 9(3), 6-11.

Examines Freud's metapsychology of women in light of the historical, theological, and social background of his theories. It is asserted that Freudian feminine psychology has interfered with the development of all feminine potentials.

80. Sherman, J. A. Social values, femininity, and the development of female competence. Journal of Social Issues, Summer 1976, 32(3), 181-196.

Major points of this paper are: (a) that the goals of femininity and competence are not necessarily the same, and (b) that little is known about how to rear females to be competent, partly because competence, especially intellectual competence, has never been considered an important goal for females.

81. Shepard, W. O., & Hess, D. T. Attitudes in four age groups toward sex role division in adult occupations and activities. Journal of Vocational Behavior, February 1975, 6(1), 27-39.

Presented a list of occupations to kindergartners, 8th graders, college students and adults. Ss indicated whether each occupation should be performed by a male, female, or either. The number of "either" responses, increased from kindergarten through college and then decreased in the adult sample. There was a significant sex difference, with females being more liberal. While both sexes were willing to let women into prestige occupations, females were more willing than males to have household and child-caring tasks performed by both sexes.

82. Slaby, R., & Frey, K. Development of gender constancy and selective attention to same-sex models. Child Development, 1975, 46, 849-856.

This study assessed the relationship between selective attention to same sex models and the development of gender constancy in boys and girls ranging in age from 26 to 68 months. The Guttman scale was used to measure aspects of gender constancy. Developmental level of gender constancy was predictive of the amount and proportion of time spent attending to a same sex film model.

83. Strouse, J. (Ed.), Women and analysis. New York: Grossman, 1974.

A series of papers including older statements of traditional Freudian views and recent rebuttals or resyntheses by prominent analytically-oriented writers. Among the topics included are, anatomy as destiny, bisexuality, difference patterns of identification for boys and girls and age of development of gender identity.

84. Thompson, S. Gender labels and early sex role development. Child Development, 1975, 46, 339-347.

Examined the function of gender labels in sex discrimination, self-labeling, and sex-typed preferences for 66 children from 24 to 36 months of age. Data were also collected on the children's awareness of sex-stereotyping and on their parents' sex-role attitudes. Findings revealed age differences but an overall lack of sex differences. No significant correlation was found between child and parent measures.

85. Unger, R. K. Male is greater than female: The socialization of status inequality. Counseling Psychologist, 1976, 6(2), 2-7.

This review focuses on the socialization of status inequality in male and female children and the implications of this process for adult behavior. It notes that sexual equality is generally the exception rather than the rule, and that gender differences are often in fact status differences.

86. Verheyden-Hilliard, M. E. Cinderella doesn't live here anymore. November 1975. (ERIC Document Reproduction Service No. ED 128 729)

This paper uses the Cinderella fairy tale as a parallel to the present situation of women in their preparation for and participation in the labor market. Data is offered which indicates that today's girls will face a reality vastly at variance with the home role for which they are being prepared. Some suggestions are offered as to how to change the present situation.

87. Wakefield, J. A., & others. Androgyny and other measures of masculinity-femininity. Journal of Consulting and Clinical Psychology, October 1976, 44(5), 766-770.

Bem's measures of masculinity, femininity, and the absolute value of her androgyny measure were analyzed by the principal-components method with the Masculinity-Femininity scales from the Minnesota Multiphasic Personality Inventory, the California Psychological Inventory, the Omnibus Personality Inventory, and the Need for Heterosexuality scale of the Adjective Check List.

88. Ward, W. Process of sex-role development. Developmental Psychology, 1969, 1, 163-168.

Looked at the sex-role preference, sex-role adoption, and sex-role identification of 32 children in kindergarten, first, and second grades. Found that sex-role preferences are established by the age of five, that preference precedes adoption, that identification occurs earlier for girls than for boys, and that adoption and identification occur simultaneously for girls and sequentially for boys.

89. Weiher, C. Sexism in language and sex differences in language usage: Which is more important? College Composition and Communication, October 1976, 27(3), 240-243.

90. Weitzman, L. Sex-role socialization. In Jo Freeman (Ed.), Women: A feminist perspective. Palo Alto, Calif.: Mayfield Publishing Co., 1975.

A review of the socialization literature with an eye toward the elucidation of sex-typing pressures experienced at various life stages by males and females. The nature and intensity of these pressures are discussed as a function of social class, race, and institution.

91. Wesley, C. The women's movement and psychotherapy. Social Work, 1975, 20, 120-124.

Presents the theories of feminine psychology as found in the paradigms of Freudianism, neo-Freudianism and learning theory and sets forth the implications of such ideology for the client-therapist relationship. Typical male characteristics are shown to be largely positive and female characteristics negative. To help women overcome the negative self-image often perpetuated by the therapist, therapy in a consciousness-raising group is recommended.

92. Williams, J. E., & others. Awareness and expression of sex-stereotypes in young children. Developmental Psychology, 1975, 11, 635-642.

Kindergarten, 2nd grade, and 4th grade boys and girls were tested for knowledge of and expression of sex-stereotypes through use of a Picture-Story technique and an adjective checklist. Kindergarteners showed appreciable knowledge of stereotypes; this knowledge increased by second grade. Male stereotypes were learned earlier than female by both sexes. Sex of E influenced expression of stereotypes.

93. Wolf, T. M. Effects of live adult modeled sex-inappropriate play behavior in a naturalistic setting. Journal of Genetic Psychology, March 1976, 128(1), 27-32.

In a naturalistic setting boys and girls were exposed to a same- or opposite-sex live adult model who played with sex inappropriate toys. The results are explained in terms of the inappropriateness of toy playing for adults and the theoretical importance of adult vs. peer influences.

94. Yarrow, M., & others. Child effects on adult's behavior. Developmental Psychology, 1971, 5, 300-311.

The relationship of sex of child, his/her dependency or attention-seeking behavior and adult behavior (nurturant or non-nurturant) was studied. Ss ranged in age from 3 1/2 - 5 1/2. Interactions of sex of child, behavior and adult characteristics were found.

95. Yorburg, B. Psychoanalysis and women's liberation. Psychoanalytic Review, 1974, 61, 71-77.

Examines psychoanalytic theories of penis envy and womb envy within the social context of the contemporary women's liberation movement. The Freudian theory of sexuality is seen to have developed within the context of culture and under the influence of ideology and economic need.

96. Zalk, S. R., & others. Sex bias in children. September 1976. (ERIC Document Reproduction Service No. ED 129 441)

This study investigated children's sex-biased attitudes as a function of the sex, age, and race of the child as well as a geographical SES factor. Sex Pride and Sex Prejudice were measured for 169 children (513 black, 656 white) in grades 2 and 5. Results indicated that all children tended to select children of the same sex for the positive attributes, but that both boys and girls selected boys for the negative attributes.

97. Zellman, G. L. The role of structural factors in limiting women's institutional participation. Journal of Social Issues, 1976, 32(3).

An analysis of organizational and institutional patterns, practices and norms which create barriers to women entering the workforce. The author discusses conflicts evoked by women's dual-mother-wife and worker roles, inadequate child care facilities, and the implications for policy and attitude change.

Addendum

98. Horner, M. S. Toward an understanding of achievement-related conflicts in women. Journal of Social Issues, 1972, 28(2).

99. Safilios-Rothchild, Constantina (Ed.), Toward a Sociology of Women. New York: John Wiley and Sons, Inc., 1972.

MEDIA

1. Adell, J. (Comp.), & Klein, H. D. (Comp.). A guide to non-sexist children's books. Chicago: Academy Press Limited, 1976.

   The 141 books listed in this annotated bibliography were selected because they portray boys and girls as people who have the same kinds of frailties and strengths. The books are divided into four general categories; preschool through third grade, third grade through seventh grade, seventh grade through twelfth grade, and all ages. Each category has two subdivisions; fiction and non-fiction.

2. Alroy, P., & Miles, B. (Ed.). Channeling children: Sex stereotyping in prime time TV: An analysis. Princeton, New Jersey: Women on Words & Images, 1975.

   A review of research on children and television and a content analysis of sex-role stereotyping in prime-time programs. Plot summaries from television programs are included in the sample.

3. Britton, G. Danger: State adopted texts may be hazardous to our future. Reading Teacher, 1975, 29(1), 52-58.

   A content analysis of 244 reading texts in 20 different reading series. Main characters of stories and career roles portrayed were analyzed by ethnicity/race and by sex.

4. Britton, H. A. The role of women in television: Avenues for change. April 1976. (ERIC Document Reproduction Service No. ED 122 733)

   Examines the negative image of women in the media and speculates on possible effects this image may have on the roles women ultimtely come to occupy.

5. Busby, L. J. Sex-role research on the mass media. Journal of Communication, 1975, 107-131.

   A critical overview and summary of research to date in the portrayal of sex roles on the mass media. The review examines methodology and results of several studies in the fields of television advertising, family and children's programming, magazine advertising and fiction and children's literature.

6. Butler-Paisley, M. (Ed.). Image of women in advertisements: A preliminary study of avenues for change. (ERIC Document Reproduction Service No. ED 118 107)

A study on the image of women in advertisements with the objective of sponsoring some alternatives to expedite change. A review of interviews and literature indicates that advertising agencies respond to the profit motive rather than to social needs. Several ways of bringing about image change are proposed.

7. Child, I., & others. Children's textbooks and personality development: An exploration in the social psychology of education. Psychological Monographs, No. 279. Washington, D.C.: American Psychological Association, 1946.

A content analysis of 30 third grade readers in which type of story, type of character, character's behavior, circumstances surrounding the behavior, and consequences of the behavior were examined. The patterns of results are presented in detail and discussed in terms of their psychological significance to children.

8. Collins, W. A. The developing child as viewer. Journal of Communications, 1975, 25, 35-44.

A review of studies of different effects on TV on children of different ages. The author relates the greater attitudinal and behavioral effects on younger children to cognitive-developmental factors and the failure to comprehend the modifying effect of social cues.

9. Collins, W. A., & Westby, S. D. Children's processing of social information from televised dramatic programs. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colorado, April 1975.

A study on the influence of age (2nd & 8th grades), level of complexity, and sequence (ordered or jumbled) on the comprehension of causal relationships in televised material. For younger children the important variable was amount of information; for older children sequence was most important.

10. Comstock, G. Effects of television: What is the evidence? The Rand Paper Series. Santa Monica, California: The Rand Corporation, 1975.

A critical review of the evidence of the direct and indirect effects of television viewing on young children. The author discusses the implications of the finding that violent television increases the probability of aggressive behavior in children and youth. The "hidden issues" of conflicting interests of the television industry and the general public are examined.

11. Courtney, A. E., & Lockeretz, S. W. Women in TV commercials. Journal of Communication, 1974, 24(2), 110-118.

A review and comparison of the findings and methods in four content studies of images of males and females in television commercials. The authors note the similarity in conclusions from these studies, the implications, as well as the resistance to change on the part of advertisers and programmers.

12. Courtney, A. E., & Lockeretz, S. W. Woman's place: An analysis of the roles portrayed by women in magazine advertisements. Journal of Marketing Research, 1971, 8, 92-95.

A content analysis of the image of males and females in magazine advertisements in 7 general-audience-type magazines. Characters were coded in terms of sex, types of products which sexes identified, number of advertisements.

13. De Crow, K. Look, Jane, Look! See Dick run and jump! Admire him!, In S. Anderson (Ed.), Sex differences and discrimination in education. Worthington,Ohio: Charles Jones Publishing Co., 1973.

This article uses the results of a content analysis of elementary social studies texts and readers to demonstrate the sexist nature of textbooks. Some evidence of sex stereotyping in literature is also presented and the effects on children of reading about sex differences is discussed.

14. Dohrmann, R. A gender profile of children's educational TV. Journal of Communication, 1975, 25, 56-65.

A content analysis of sex-role, age, behaviors, race and interactions of 390 adult and child characters appearing in two random samples of each of four educational television programs. Sex-role stereotyping was found in all categories for both whites and blacks.

15. Dominick, J. L., & Rauch, G. E. The image of women in network TV commercials. Journal of Broadcasting, 1972, 16(3), 259-265.

A systematic content analysis of television commercials over a period of two weeks by two independent coders. The study compared the portrayal of men and women in television commercials, with respect to age, occupation, appearance, category of advertisement, place, and interactions with others.

16. Doolittle, J., & Pepper, R. Children's TV ad content: 1974. Journal of Broadcasting, Spring 1975, 19(2), 131-142.

An analysis of commercials on children's television programs shows that, with the advent of guidelines, some changes have been made, particularly in relation to vitamins, minerals, foods, and toys. Presentation techniques, however, contain increasing sex stereotyping and decreased presence of racial minorities.

17. Downing, M. Heroine of the daytime serial. Journal of Communication, 1974, 24(2), 130-137.

300 episodes of 15 daytime serials were monitored by five co-monitors in regard to sex of character, age, role and occupation.

18. Drew, D. G., & Miller, S. H. Sex stereotyping and reporting. 1976. (ERIC Document Reproduction Service No. ED 124 987)

To investigate the effect of sex stereotyping on their news stories, 65 journalism students were asked to write a two-page news story on the basis of information packets about a new male or female appointee. Differences in the content of the stories, questions, and pictures due to the sex of the reporter and the sex of the newsmaker were tested. The blatant stereotyping predicted was not found.

19. Federbush, M. The sex problems of school math books. In J. Stacey, S. Bereaud, & J. Daniels (Eds.), And Jill came tumbling after: Sexism in American education. New York: Dell Publishing Co., 1974.

Discusses 3 types of sex stereotyping found in math textbooks: (1) standard textbook variety, (2) historic omission, and (3) New Math variety. Suggests several steps that can be taken to encourage textbook companies to make nonsexist revisions.

20. Feminists on Children's Media. A feminist looks at children's books. School Library Journal, January 1971, 17(5), 19-24.

A content analysis of children's books selected on the basis of Notable Books of 1969, the Child Study Associations' annual recommendations for 1969 and the Newbery Award Winners. The authors analyze 4 categories of books and discuss the implications of female underrepresentation and sex-role stereotyping they found.

21. Fishman, A. A criticism of sexism in elementary readers. Reading Teacher, 1976, 29(5), 443-446.

Reviews the literature criticizing school textbooks for sexism and suggests that new series deleting sexist stereotypes should be developed.

22. Fraad, H. Sex-role stereotyping and male-female character distribution in popular, prestigious, and sex-role-defining children's literature from 1959-1972. Unpublished Ed.D. dissertation, Columbia University, Teachers College.

An analysis of content and kind of sex-role stereotyping in children's literature, based on a checklist of 33 research-based male and female sex-role standards using 2 categories of popular children's picture books, one category of Caldecott Award Winners, sex-role picture books, and women's liberation children's books.

23. Franzura, H. H. Working women in fact and fiction. Journal of Communication, Spring 1974, 24, 104-109.

A content analysis of 155 female roles as represented in women's magazines and fiction, as contrasted with objective data on female employment.

24. Fruch, T., & McGhee, P. E. Traditional sex role development and amount of time spent watching television. Developmental Psychology, 1975, 11(1), 109.

A study testing the relation between age, sex, number of hours spent watching television, and strength of traditional sex-role development as measured on the IT scale. Subjects were 40 boys and 40 girls from grades K, 2, 4, and 6.

25. Jacklin, C. N., & Mischel, H. N. As the twig is bent: Sex role stereotyping in early readers. School Psychology Digest, Summer 1973, 2(3), 30-36.

Studied the sex stereotypes that occur in a sample of school readers designed for use in kindergarten through 3rd grade. Four elementary reading textbook series were chosen for analysis. The main conclusions support the work of other investigators who have found that sex role stereotyping is pervasive in elementary readers.

26. Jennings, S. A. Effects of sex typing in children's stories on preference and recall. Child Development, March 1975, 46(1), 220-223.

Thirty-two preschool boys and 32 girls heard two stories about either a same- or opposite-sex character. A significant number of Ss preferred the story where the character displayed accurate behavior for the sex. Higher mean scores for recall were recorded for the story where the character's sex role was atypical. The scores were significant for both male and female Ss.

27. La Dow, S. A content-analysis of selected picture books examining the portrayal of sex-roles and representation of males and females. May 1976. (ERIC Document Reproduction Service No. ED 123 165)

This study examines the portrayal of sex-roles and the representation of males and females in selected preschool level picture books. The analysis includes 125 picture books representing the work of 100 authors, randomly selected from a collection of approximately 1,000 picture books available in the children's department of the Mishawaka, Indiana Public Library.

28. Levinson, R. M. From Olive Oyl to Sweet Polly Purebread--Sex-role stereotypes and televised cartoons. Journal of Popular Culture, 1975, 9(3), 561-572.

A content analysis of sex-role portrayals in television cartoons on commercial independent and three major network channels. Characters were coded for age, sex, species, occupational status, nationality, race and role in plot.

29. Long, M. L., & Simon, R. J. The roles and statuses of women on children and family TV programs. Journalism Quarterly, Spring 1974, 51(1), 107-110.

A content analysis of the roles and status of women on 22 children and family TV programs, which contain a total of 34 female characters. Each of the 22 shows was viewed a minimum of 5 times. The study indicates that the traditional view of womanhood was presented.

30. Lystad, M. From Dr. Mather to Dr. Seuss: Over 200 years of American children's books. Children Today, May-June 1976, 5(3), 10-15.

Traces children's literature from Colonial times to the present. The changing social and cultural influences reflected and the differential treatment given to different sexes and races are emphasized.

31. McArthur, L. Z., & Eisen, S. V. Achievements of male and female storybook characters as determinants of achievement behavior by boys and girls. Journal of Personality and Social Psychology, April 1976, 33(4), 467-473.

36 male and 36 female nursery-school children heard either a stereotype story depicting achievement behavior by a male, but not by a female, a reversal story depicting achievement behavior by a female, but not by a male, or a control story depicting no achievement behavior by any character. As predicted, a significant Sex-Storybook interaction effect was obtained.

32. McGhee, P. E. Television as a source of learning sex roles stereotypes. 1975. (ERIC Document Reproduction Service No, ED 111 528)

An examination of the relation between age, amount of television viewing and sex role stereotyping (as measured on Brown IT test) in children. 80 children, in grades K, 2, 4, and 6 were categorized as high or low TV watchers. The experiment was replicated one year later to examine longitudinal changes.

33. McGraw-Hill Book Company. Guidelines for equal treatment of the sexes in McGraw-Hill Book Company publications. New York: McGraw-Hill, 1972.

Presents guidelines designed to make McGraw-Hill staff members and authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in publications.

34. Miller, M. M., & Reeves, B. Dramatic TV content and children's sex-role stereotypes. Journal of Broadcasting, Winter 1976, 20(1), 35-50.

Prime-time television dramas were analyzed to isolate counter-stereotypical sex-role portrayals, and children were surveyed to determine the impact of these portrayals on sex-role perceptions. The appeal of male and female television characters as role models was also tested.

35. Roberts, P., & Chambers, D. Sugar and spice and almost always nice: A content analysis of the Caldecotts. 1976. (ERIC Document Reproduction Service No. ED 127 556)

The children's books which have been awarded the Caldecott medal for each year's finest illustrations in juvenile literature exemplify the best in book making and in color reproduction and are among the best examples of art available to children. However, a recent study of the content of these books shows that both the text and the illustrations portray female characters as subordinate to the other sex, as the one who fails, as the caretaker of the home, as the nurturer of the family, and as the character seen most often in the home environment and least often in business and the professions.

36. Saario, T., & others. Sex role stereotyping in the public schools. Harvard Educational Review, 1973, 43, 386-416.

Examines sex-role stereotyping in three areas. Documents sex role stereotyping in kindergarten to third grade textbooks. Raises the issue of sex bias in the item content and language usage in standardized tests. Discusses the presence and ramifications of different curriculum patterns for males and females.

37. Sexism in Textbooks Committee of Women at Scott, Foresman, and Company. Guidelines for improving the image of women in textbooks. Glenview, Ill.: Scott, Foresman, and Company, 1974.

Presents guidelines aimed at eliminating sexism as it relates to women in textbooks. Contains general guidelines for text and illustrations, recommendations for avoiding sexist language, and suggestions on how to deal with unavoidable sexism.

38. Silver, S. J. Then and now: Women's roles in "McCall's Magazine" in 1964 and 1974. 1976. (ERIC Document Reproduction Service No. ED 124 985)

The recent women's movement first attracted media coverage around 1968, and a content analysis of "McCalls" magazine before and after this time showed significant changes.

39. Sternglanz, S. H., & Serbin, L. A. Sex-role stereotyping in children's television programs. Developmental Psychology, 1974, 10, 710-715.

An observational analysis of 147 male and female characters in 10 popular commercially produced children's television programs, on the basis of a behavior code derived by Child, Potter & Levine. Content, frequency and consequences for behavior were examined for male and female role models.

40. Tedesco, N. S. Patterns in prime time. Journal of Communication, 1974, 24(2), 119-124.

An examination of sex-roles in prime-time television, with a view to number and content of sex-roles. A semantic-differential type questionnaire was used in constructing profiles of male and female characters.

41. Turow, J. Advising and ordering: Daytime, primetime. Journal of Communication, 1974, 24(2), 138-141.

A content analysis of interactions between men and women in 12 hours each of daytime and primetime television dramas. Each interaction was coded into: traditionally male, traditionally female and neutral categories.

42. Verna, M. E. The female image in children's TV commercials. Journal of Broadcasting, Summer 1975, 19(3), 301-309.

An analysis of advertising on children's television programs shows that more than half were male-dominant ads and fewer than one-seventh were female dominated. Female roles were almost entirely dependent and passive.

43. Watson, B. B. On power and the literary text. Journal of Women in Culture and Society, Autumn 1975, 1(1), 111-118.

44. Weitzman, L., & Rizzo, D. Images of males and females in elementary school textbooks in five subject areas. In Biased textbooks. Washington, D.C.: Resource Center on Sex Roles in Education, 1974.

This study systematically analyzed the illustrations in first through sixth grade textbooks previously identified by a panel of expert educators and publishers as being the most widely used textbooks over a five-year period. Results are presented for science, mathematics, reading, spelling, and social studies textbook series.

45. Weitzmen, L. J., & others. Sex-role socialization in picture books for preschool children. American Journal of Sociology, 1972, 77(6), 1125.

This content analysis of 18 prize-winning, pre-school picture books reveals that females are greatly underrepresented in titles, central roles and illustrations. When females do appear, their characterization reinforces traditional sex-role stereotypes. The effects of these rigid sex-role portraits on the self-image and aspirations of the developing child are discussed.

46. Whetmore, E. J. Androgyny and sex role perception in television situation comedies. (Doctoral dissertation, University of Oregon, 1976). (University Microfilms No. 76-19)

The interrelationships among perceived sex role of self, sex roles of parents and friends, and sex roles of television-situation-comedy characters were investigated for seventy college students and 70 adults who were rated as either high in masculinity (HM), high in femininity (HF), or androgynous (AD).

47. Women on Words and Images. Dick and Jane as victims: Sex stereotyping in children's readers. Princeton, New Jersey: Women on Words and Images, 1972.

Reports a systematic content analysis of the stories in 134 elementary school reading textbooks from 14 different publishers. Includes presentation of results, discussion of implications, and recommendations for change.

48. Yawkey, T., & Yawkey, M. L. An analysis of picture books. Language Arts, May 1976, 53(5), 545-548.

Many preschool and first grade picture books contain sexist and racist stereotypes.

1. Adams, G., & LaVoie, J. The effect of student's sex, conduct, and facial attractiveness on teacher expectancy. Education, 1974, 95, 76-83.

   Presented photograph of a fifth grade boy or girl along with the child's grades on social and personal growth to 350 teachers in grades 1-6. Teachers used the Teacher Evaluation Form to rate the student on six dependent variables. Facial attractiveness, conduct, and sex were all found to influence teacher ratings.

2. Allen, W. C., & others. Correction of sex discrimination and sex stereotyping in education. Tallahassee, Fla.: Florida State Univ., 1976. (ERIC Document Reproduction Service No. ED 130 106)

   Academic and vocational questions were answered by examining how legislation affects and corrects sex role stereotpying, societal attitudes and sex bias. Educational practices that promote sex discrimination were investigated in the following areas: enrollment in particular educational programs, counseling bias, teacher attitude, instructional materials, and educational leadership.

3. Asher, S.R., & Gottman, J. M. Sex of teacher and student reading achievement. Journal of Educational Psychology, 1973, 65(2), 168-171.

   Conducted 2 experiments to assess the effects of 5th grade teacher sex on male and female student reading performance. Results show superior reading performance by girls. There was no significant effect of sex of teacher on male or female reading performance.

4. Bailey, R. C., & Bailey, K. G. Self-perceptions of scholastic ability at four grade levels. Journal of Genetic Psychology, 1974, 124(2), 197-212.

   Administered the Self-Rating Scale of Scholastic Ability and the Otis Quick-Scoring Mental Ability Test to 221 4th, 8th, and 12th graders and 120 college students. Progressive congruency and stability of self-perceptions were found from the 4th through the 12th grade, although a reversal of this trend was observed in the college sample. Little support was found for the prediction that older Ss would have more realistic self-perceptions.

5. Bates, R. Pupil expectations of teacher classroom behavior. Classroom Interaction Newsletter, December 1975, 11(1), 43-46.

Results of a national survey of pupil expectations of teachers' classroom behaviors are analyzed according to respondents' race, sex, socioeconomic status, and fathers' occupations.

6. Benden, D. S. Psychosocial dimensions of sex differences in academic competence of adolescents. April 1976. (ERIC Document Reproduction Service No. ED 128 695)

A 120-item questionnaire measuring sex-role behavior and attitudes, educational expectations, self-assessment, grades, etc., was administered to 3000 students in the 7th through 12th grades in three school districts. Girls were found to be suprior to boys in average academic competence at every grade level. No sex differences were apparent in the accuracy of self-assessment of schoolwork or in post-high school educational plans.

7. Biber, H., and others. Feminization in the preschool. Developmental Psychology, 1972, 7(1), 86.

Observed number of instructional contacts and positive reinforcements of instruction for 200 4-year-olds in 14 preschool classes. The observations were coded by sex and type of instructional programs. Results indicated that girls received more instructional contact and more positive reinforcement of instruction than boys.

8. Blanchard, P. D. The impact of sex discrimination in the recruitment of educational policy-makers. October 1976. (ERIC Document Reproduction Service No. ED 128 946)

This review of empirical and statistical evidence documents that women are underrepresented as school administrators and as members of local boards of education. Studies are cited that demonstrate that it is an attitude of prejudice that is the most significant obstacle to women seeking administrative positions.

9. Brenner, M. The effects of sex, structure, and social interaction on preschoolers' make-believe in a naturalistic setting. (Master's thesis, University of Illinois, 1976). (ERIC Document Reproduction Service No. ED 128 103)

This study examined the effects of sex, structure, and social interaction on 18 white middle class children attending a day care center. Results showed no sex differences in the appointment of free-play time behavior, amount of make believe play, or utilization of a given play area for make-believe.

10. Britton, G. Danger: State adopted texts may be hazardous to our future. Reading Teacher, 1975, 29(1), 52-58.

A content analysis of 244 reading texts in 20 different reading series. Main characters of stories and career roles portrayed were analyzed by ethnicity/race and by sex.

11. Brophy, J., & Good, T. Teacher's communication of differential expectations for children's classroom performance: Some behavioral data. Journal of Educational Psychology, 1970, 61, 365-374.

Observed dyadic interactions in four first grade classrooms between teachers and children preselected on the basis of teacher ratings. Results showed significant differences in work-related interactions, behavioral criticisms, and total teacher afforded response opportunities for boys and girls. Differences were also revealed in teacher treatment of high and low rated students.

12. Brophy, J., & Laosa, L. The effect of a male teacher on the sex typing of kindergarten children. Proceedings of the 79th Annual Convention of the American Psychological Association, 1971, 6, 169-170.

A two-year study comparing the effects of a female teacher versus a husband-wife teaching team on the sex-typing of kindergarten boys. Measures taken involved sex-typing in interests and preferences, mental ability patterns, sociometric play patterns, attitudes toward school and school objects, conceptual tempo, task persistence, and level of aspiration. Few teacher sex effects were observed.

13. Bryan, J. W., & Luria, Z. Sex role learning: A test of the selective attention hypothesis. (Paper presented at the convention of the Society for Research in Child Development, New Orleans, Louisiana, March 17-20, 1977.)

Two studies testing selective attention to same sex model were done. Pictures of a male and female model performing matching sex-neutral, sex-appropriate and sex-inappropriate acts were shown and visual attention was assessed by the method of feedback EEF. Recall, recognition and preference for the slides were also measured.

14. Carr, B. C. What barriers impeded women's science careers? Physics Today, August 1976, 29(8), 63.

Participants in the symposium of the Committee on the Status of Women in Physics at the meeting of the American Physical Society heard reports and summaries on 10 National Science Foundation funded studies that sought to determine factors influencing education and career decisions by women in science.

15. Chasen, B. Sex-role stereoptying and prekindergarten teachers. Elementary School Journal, 1974, 74(4), 220-235.

A survey of 24 prekindergarten teachers' beliefs, attitudes and actions toward girls and boys in their classrooms. Presents tallies of responses from teacher checklists and points out areas in which sex differences appear.

16. Child, I., & others. Children's textbooks and personality development: An exploration in the social psychology of education. Psychological Monographs, No. 279. Washington, D.C.: American Psychological Association, 1946.

A content analysis of 30 third grade readers in which type of story, type of character, character's behavior, circumstances surrounding the behavior, and consequences of the behavior were examined. The patterns of results are presented in detail and discussed in terms of their psychological significance to children.

17. Cohen, M. D., & Martin, L. P. (Eds.). Growing free: Ways to help children overcome sex role stereotypes. Washington, D.C.: Association for Childhood Education International, 1976.

This publication put out by the Association for Childhood Education International contains articles dealing with ways to help children overcome sex-role stereotypes. The articles deal with both theoretical and practical issues on the topic of how children acquire sex-stereotypic concepts and what possibilities exist for changing them. The articles are addressed primarily to the teacher.

18. Crow, M. L., & Taebel, K. Sex-role stereotyping is alive and well in sixth-graders. Elementary School Journal, March 1976, 76(6), 359-364.

In this study, sixth-grade children responded to nouns and verbs that describe different occupations and activities by labeling them as M (male), F (female), or B (both). Results indicated that children think of jobs and activities as appropriate for one sex or the other, rather than for both men and women.

19. Cust, M. A. Children--An educationally disadvantaged group. Education For the Disadvantaged Child, Summer 1976, 3(2), 2-9.

Considers the issue of educational disadvantage in relation to each sex, discusses the dehumanizing effect of sexist education on people in general, and outlines a new concept of humanness, totally divorced from our stereotyped notions of appropriate masculine and feminine behavior.

20. De Crow, K. Look, Jane, look! See Dick run and jump! Admire him!, In S. Anderson (Ed.), Sex differences and discrimination in education, Worthington, Ohio: Charles Jones Publishing Co., 1973.

This article uses the results of a content analysis of elementary social studies texts and readers to demonstrate the sexist nature of textbooks. Some evidence of sex stereotyping in literature is also presented and the effects on children of reading about sex differences is discussed.

21. Drew, D. G., & Miller, S. H. Sex stereotyping and reporting. 1976. (ERIC Document Reproduction Service No. ED 124 987)

To investigate the effect of sex stereotyping on their news stories, 65 journalism students were asked to write a two-page news story on the basis of information packets about a new male or female appointee. Differences in the content of the stories, questions, and pictures due to the sex of the reporter and the sex of the newsmaker were tested. The blatant stereotyping predicted was not found.

22. Dweck, C. Children's interpretation of evaluative feedback: The effect of social cues on learned helplessness. Merrill-Palmer Quarterly, 1976, 22(2), 105-109.

This article proposes a model for relating the concept of learned helplessness (attributions of failure to uncontrollable factors) to sex differences in responding to failure feedback. Suggests that girls learn to attribute failure to lack of ability while boys learn to attribute failure to lack of effort.

23. Dweck, C., & Bush, E. Sex differences in learned helplessness: I. Differential debilitation with peer and adult evaluators. Developmental Psychology, 1976, 12(2), 147-156.

Reports two studies on sex differences in response to peer versus adult failure feedback. Experiment I indicated that failure feedback from peers facilitated performance for girls but not boys while failure feedback from adults facilitated performance for boys but not for girls. Experiment II showed that boys' and girls' failure attributions varied systematically with the agent of evaluation.

24. Dwyer, C. A. Test content in mathematics and science: The consideration of sex. April 1976. (ERIC Document Reproduction Service No. ED 129 886)

Discusses sex bias in tests and points out that even though there are several sets of useful guidelines available for eliminating sexist content in these materials, developers should be aware that such efforts cannot be expected to influence test performance for either sex. The issue of performance-related test content must remain a completely separate one, to be resolved in psychometric rather than value-oriented terms.

25. Etaugh, C., & others. Reinforcement of sex-typed behavior of two-year-old children in a nursery school setting. Developmental Psychology, 1975, 11, 255.

Used a checklist of play behaviors and consequences to observe patterns of reinforcement for sex-typed behavior in 16 2-year-olds in a nursery school. The teachers were 1 male and 4 female college students. Results indicated overall differences in the reinforcement of masculine versus feminine behaviors and teacher sex differences in the reinforcement of masculine behaviors specifically.

26. Etaugh, C., & Hughes, V. Teachers' evaluations of sex-typed behaviors in children: The role of teacher sex and school setting. Developmental Psychology, 1975, 11(3), 394-395.

Compared the responses of 64 male and 64 female teachers in grades 5-8 to hypothetical school children described as aggressive or dependent and alternately assigned a male or female name. Results indicated differences in responses by teacher-sex and pupil-sex but no significant teacher-sex by pupil-sex interaction.

27. Fact sheets on institutional sexism. New York: Racism/Sexism Resource Center, 1976.

A 13-page collection of recent statistics from various official sources on sexism in the areas of economy, education, sports, government, media, and housing.

28. Fagot, B. I.Influence of teacher behavior in the preschool. Developmental Psychology, 1973, 9, 198-206.

Reports data from 3 studies in which preschool children's task behavior and their teachers' responses were observed. Results showed no sex differences in the children's task behavior but did indicate that teachers instructed girls more, answered their questions more, gave them more favorable comments, and directed their behavior more than boys.

29. Fagot, B. I. Teacher reinforcement of feminine-preferred behavior revisited. April 1975. (ERIC Document Reproduction Service No. ED 116 809)

Reports two studies dealing with reinforcement of feminine-preferred behaviors and teaching experience. Study I compared observations of experienced versus inexperienced preschool teachers and Study II compared child behavior ratings done by college students experienced with children versus inexperienced with children. It was concluded that experience as well as teacher sex influences the reinfocement of feminine-preferred behaviors.

30. Fagot, B. I., & Littman, I. Stability of sex role and play interests from preschool to elementary school. Journal of Psychology, March 1975, 89,(2), 285-292.

A group of 36 children who had participated in 2 separate preschool studies of play interests at ages 3 and 4 were given an interest questionnaire when in elementary school at age 10. Both sexes showed more varied interests in elementary school than they had in preschool. There was a significant correlation between preschool and elementary school masculinity-femininity scores for males but not for females.

31. Fagot, B. I., & Patterson, G. An in vivo analysis of reinforcing contingencies for sex-role behaviors in the preschool child. Developmental Psychology, 1969, 1, 563-568.

Observed 36 3-year-olds in 2 nursery school classes on a sex-role behavior checklist intermittently throughout the year. The data showed the presence of sex-appropriate behaviors at the beginning of the year, teacher reinforcement of more feminine-type than masculine-type behaviors for both boys and girls, and peer reinforcement of same-sex peers.

32. Farmer, H. S. Career counseling. In C. Rose (Ed.), Meeting women's new educational needs. San Francisco: Jossey-Bass, Inc., 1975.

An outline of the role of the counselor in higher education institutions in dealing with the conflicts involved in women's career roles. A model of career development counseling is presented. The need for changing attitudes to increase motivation in women is emphasized.

33. Farmer, H. S. Helping women to resolve the home-career conflict. Personnel and Guidance Journal, 1971, 49(10), 795-801.

An analysis of some of the issues involved in women's career roles. Includes an outline of the role of counselors in schools, colleges and agencies in helping dispel old myths and facilitating career choices more in line with a girl's academic potential.

34. Farmer, H. S. What inhibits achievement and career motivation in women? The Counseling Psychologist, 1976, 6(2), 12-15.

A review of research on achievement and career motivation in women with a view to delineating some of the factors related to inhibited motivation in women. Implications for counselors are proposed.

35. Farmer, H. S.,& Backer, T. E. I. New career options for women: A counseler's source book. New York: Human Sciences Press (in press).

Addressed to counselers in educational institutions and public service agencies, this volume contains listings of books, films, organizations and other resource material. It discusses the current labor market, presents principles related to home-career conflict and counseling techniques, and makes suggestions about changing stereotyped attitudes.

36. Federbush, M. The sex problems of school math books. In J. Stacey, S. Bereaud, & J. Daniels (Eds.), And Jill came tumbling after: Sexism in American education. New York: Dell Publishing Co., 1974.

Discusses 3 types of sex stereotyping found in math textbooks: (1) standard textbook variety, (2) historic omission, and (3) New Math variety. Suggests several steps that can be taken to encourage textbook companies to make nonsexist revisions.

37. Fennema, E. (Ed.). Mathematics learning: What research says about sex differences. Mathematics education reports. December 1975, Columbus, Ohio: ERIC Information Analysis Center for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED 128 195)

This volume presents four papers originally drafted for a symposium on sex differences and mathematics education held at the 1974 meeting of the American Educational Research Association.

37a. Fennema, E., & Sherman, J. Sex-related differences in mathematics learning: Myths, realities and related factors. 1976. (ERIC Document Reproduction Service No. ED 129 633)

Research concerned with differences in mathematical achievement of males and females is discussed in this document. Variables hypothesized to be related to achievement of women in general and to mathematics learning and studying in particular are considered.

38. Feschman, A. A Criticism of sexism in elementary readers. Reading Teacher, 1976, 29(5), 443-446.

Reviews the literature criticizing school textbooks for sexism and suggests that new series deleting sexist stereotypes should be developed.

39. Flerx, V., & others. Sex role stereotypes: Developmental aspects and early intervention. Child Development, 1976, 47, 998 1007.

A total of 122 children from 3 to 5 years old participated in 2 experiments which examined the utility of symbolic modeling stimuli in modifying sex role stereotypes. Results were presented on pre-treatment attitudes by age and sex and on age differences, sex differences, and media differences in the effectiveness of the treatment.

40. Fling, S., & Manosevitz, M. Sex typing nursery school children's play interests. Developmental Psychology, 1972, 7(2), 146-152.

Collected data on 32 preschool children's sex-role orientation, preferences, and adoption and on their parents' encouragement and discouragement of sex-typed behaviors. Results showed evidence of males being more sex-typed, greater sex-typing pressure being brought to bear on boys, and like-sex parents encouraging sex-typing while opposite-sex parents discourage inappropriate interests.

41. Frazier, N., & Sadker, M. Sexism in school and society. New York: Harper and Row, 1973.

This feminist textbook reviews the evidence of sexism in all levels of education and in aspects of society such as marriage, child care, and jobs. Facts and fictions about the nature of women are also discussed and suggestions for combatting sexism through education are offered.

42. Goebes, D., & Shore, M. Behavioral expectations of students as related to the sex of the teachers. Psychology in the Schools, 1975, 12, 222-224.

Ratings of the Ideal Student, typical boy, and typical girl were obrained from 24 male and 48 female teachers. Results showed the typical behavior of girls rated as significantly closer to the Ideal Student than that of boys but differences in ratings were found by teacher sex, experience, and grade level.

43. Good. T., & Brophy, J. Questioned equality for grade one boys and girls. Reading Teacher, 1971, 25, 247-252.

Teacher/pupil interactions were observed during reading instruction in 4 girst grade classrooms. Results indicated that teachers extended equal treatment to boys and girls during reading instruction. However, when data from all aspects of classroom life were considered, some limited sex effects were revealed.

44. Good, T., & others. Effects of teacher sex and student sex on classroom interaction. Journal of Educational Psychology, 1973, 65, 74-87.

Teacher/pupil dyadic interactions were observed in 16 7th and 8th grade classrooms (8 taught by males and 7 taught by females). Data is presented for student behavior and teacher behavior. It was concluded that the sexes are treated differently, but in the same ways by both male and female teachers.

45. Gough, P. 41 ways to teach about sex role stereotyping. Learning, January 1977, 72-80.

Presents 41 projects used in fifth grade social studies unit on sex-role stereotyping. Includes projects on content analysis of textbooks, library books, and television advertisements and programs.

46. Gray-Feiss, K. Diagnosing sex-role stereotying in SEA. Minneapolis, Minnesota: Minneapolis Public Schools, 1976. (ERIC Document Reproduction Service No. ED 126 583)

The Southeast Alternatives (SEA) Internal Evaluation Team undertook a study to provide information about sex-role stereotyping in Southeast Alternatives schools. The report is in three sections. Section 1 reports the results; section 2 analyzes the instrument; and section 3 presents an analysis of the data.

47. Gurwitz, S. B., & Dodge, K. A. Adults' evaluations of a child as a function of sex of adult and sex of child. Journal of Personality and Social Psychology, November 1975, 32(5), 822-828.

26 male and 26 female undergraduates watched a videotape of a 3-year-old child identified as either a girl or a boy and rated the child on a number of personality and ability measures. Males' ratings on many of the measures were more favorable for the "girl" than for the "boy," whereas females' ratings were more favorable for the "boy" than for the "girl."

48. Guttentag, M., & Bray, H. Undoing sex stereotypes. New York: McGraw-Hill, 1976.

This book contains the report of a 6-week intervention program aimed at changing children's sex-role stereotypes. Also included are the nonsexist objectives and curriculum for early childhood grades, middle grades, and junior high school as well as a review of research on sex stereotyping and a collection of resources for teachers.

49. Harper, L. V., & Sanders, K. M. Preschool children's use of space: Sex differences in outdoor play. Developmental Psychology, January 1975, 11(1), 119.

Observed 3-to 5-year-old children's free-play activities over a 2-year period. Boys played outdoors consistently more than did girls, and girls spent more time indoors at craft tables and in the kitchen.

50. Harris, S. R. Sex typing in girls' career choices: A challenge to counselors. Vocational Guidance Quarterly, December 1974, 23(2), 128-133.

51. Hawley, P. The state of the art of counseling high school girls. Final report. Fels Discussion Paper No. 89. (ERIC Document Reproduction Services No. ED 128 744) June 1975.

A year spent in fulltime study of over 3,000 young women and counselors of both sexes in 13 schools shows that both groups have largely discarded the traditional stereotype of womanhood. Attitudes were measured on a continuum from dichotomous (gender-based) to androgynous (no sex referent). Counselors were significantly more androgynous than the girls they counsel. A strong positive relationship emerged between high I.Q. scores and androgynous attitudes. A significant relationship was also found between attitudes toward sex roles and ethnicity.

52. Henslee, T., & Jones, P. Freedom of reach for young children: Nonsexist early childhood education. Washington, D.C.: Resource Center on Sex Roles in Education, 1976.

This handbook on nonsexist early childhood education is one of a series of technical assistance materials developed to assist education agencies in insuring compliance with Title IX of the Education Amendments of 1972. It focuses on concepts, strategies, and activities for teachers and is intended for use with children in preschool and early elementary grades.

53. Hill, C., & others. A developmental analysis of the sex-role identification of school-related objects. Journal of Educational Research, 1974, 67(5), 205-206.

Showed pictures of 10 school-related items to 48 children in grades K, 2, and 4 and asked them whether the items were used by girls or boys. Results showed that as grade level increased, girls increasingly thought the items were used by girls while boys decreased in the degree to which they felt the items were used by boys.

54. Hilton, T. L., & Berglund, G. W. Sex differences in mathematics achievement: A longitudinal study. Journal of Educational Research, January 1974, 67(5), 231-237.

Investigated sex-typed interests as possible causes of differences between the sexes in mathematics achievement. Longitudinal data from nationwide samples of 5th, 7th, 9th, and 11th graders were analyzed. At Grade 5 there were no differences in achievement, but thereafter the boys pulled ahead. Parallel differences emerged in the percentage perceiving mathematics as interesting and as likely to be helpful in earning a living.

55. Howard, S. Why aren't women administering our schools? The status of women public school teachers and the factors hindering their promotion into administration. "Wanted: More women" series. Washington, D.C.: National Council of Administrative Women in Education, 1975. (ERIC Document Reproduction Service No. ED 126 592, microfiche only)

The purpose of this paper is to analyze the status of women in teaching and to examine the social attitudes that keep them out of administrative positions.

56. Humphreys, L. G. Race and sex differences and their implications for educational and occupational equality. Educational Theory, Spring 1976, 26(2), 135-146.

Implications for social policy are drawn from research supporting the conclusion that racial and sexual differences are less superficial and less labile than ordinarily thought.

57. Jeffrey, J., & Craft, B. Report of the elementary school textbooks task force. Michigan: Kalamazoo Public Schools, 1973. (ERIC Document Reproduction Service No. ED 127 234)

This report on sex discrimination in the Kalamazoo Public Schools describes the findings from a study of materials used during the 1971-72 school year. The study evaluated 172 texts, 65 supplements, and 24 study-print sets for sex stereotyping and sexism and found that materials not only reinforce sexism but also limit girls' aspirations and lower their self-esteem.

58. Kalamazoo Public Schools, Mich. Report of the personnel task force and report of the selected studies task force and report of the "student oriented" task force. Kalamazoo, Michigan: Kalamazoo Public Schools, 1973. (ERIC Document Reproduction Service No. ED 127 235, microfiche only)

This document contains three reports from the committee to study sex discrimination in the Kalamazoo, Michigan, Public Schools. The first report investigated personnel practices and working conditions; the second report evaluated a selection of 13 courses for grades 7-12; and the third report examined those elements in the students' school experience that are nonathletic and nonacademic. Sex discrimination was found in all areas.

59. Kalunian, P., & others. Changing sex role stereotypes through career development. Psychology in the Schools, April 1975, 12(2), 230-233.

Describes a career education program for use in elementary schools, consisting of three phases: (a) development of increasing self-awareness and a positive self-concept; (b) role reconditioning; (c) developing new attitudes about sex roles and the world of work. Specific examples for each phase are given.

60. Katz, J. Evolving male-female relations and their nurturance. NASPA, Spring 1976, 13(4), 38-43.

This article discusses how changes in relationships between men and women in the past 15 years in regard to sexual behavior, interpersonal relating patterns and male-female roles have caused student personnel workers to re-evaluate their stance on such issues. The role for the student affairs staff is discussed.

61. Kehle, T. J., & others. Effect of physical attractiveness, sex, and intelligence on expectations for students' academic ability and personality: A replication. April 1976. (ERIC Document Reproduction Service No. ED 124 288)

This study examined the effects of third grade students' physical attractiveness, IQ scores, and sex on raters' expectations for the students' personality and academic performance. Subjects were 120 undergraduate and graduate students who were either teachers or teacher trainees. Results generally replicated the findings of an earlier study.

62. Keller, J. M., & Pugh, R. C. Sex similarities and differences in locus of control in relation to academic adjustment measures. Measurement and Evaluation in Guidance, October 1976, 9(3), 110-117.

Correlations between Rotter's Internal-External (I-E) Control of Reinforcement Scale and the Omnibus Personality Inventory (OPI) were predicted based on previous research and a theoretical expectation of a relationship between I-E and adjustment. These findings have implications for counseling and further research using the I-E variable.

63. Kesselman, M. Changing sex role stereotypes: The effects of teacher sex role awareness on the sex role differentiation attitudes of their pupils. Dissertation Abstracts International, 1974, 35(3-A), 1500-1501.

A study of the effects of a sex role awareness workshop which was presented to five elementary teachers who in turn presented it to their students. Results showed a decrease in teacher sex-stereotyping scores and student scores. The results also indicated a decrease in stereotyping scores for girls but not for boys.

64. Lee, P. C. Male and female teachers in elementary schools: An ecological analysis. Teachers College Record, 1973, 75(1), 79-98.

This article presents a systematic analysis of sex of teachers within the context of the school as an institution. Specific areas examined include: (1) the preponderance of female teachers in the primary grades, (2) the institutional press, and (3) the interaction of the feminine school environment with masculine and feminine sex roles.

65. Lee, P. C. Reinventing sex roles in the early childhood setting. Childhood Education , 1976a, 52(4), 187-191.

This article deals with sex roles as a cultural convention, looks at how the schools transmit sex roles, and suggests several ways in which educators can help foster more flexible sex roles for both sexes.

66. Lee, P. C., & Gropper, N. B. Sex-role culture and educational practice. Harvard Educational Review, 1974, 44(3), 369-410.

Proposes that the construct of sex role is better conceptualized in cultural than in psycho-social terms for analyzing the interactions between formal schooling and femininity and masculinity. Looks at sex-role culture in three models of cultural interaction: (1) genetic differences model, (2) cultural differences model and (3) bicultural model.

66a. Lee, P. C., & Gropper, N. B. Cultural analysis of sex role in school. Journal of Teacher Education, 1975, 26(4), 335-339.

This article poses a cultural interpretation of sex-role differences implying that these sex differences should be equated with cultural differences, rather than cultural deficits.

67. Lee, P. C., & Kedar, G. Sex role and pupil role in early childhood education. 1974. (ERIC Document Reproduction Service No. ED 100 491)

Postulates that the role deemed appropriate for pupils at school corresponds very closely to the feminine sex role so that girls experience a close fit between sex role and pupil role while boys experience great conflict. Long range implications of this situation are discussed and recommendations for teacher training and school reform are offered.

68. Lee, P. C., & Wolinsky, A. Male teachers of young children: A preliminary empirical study. Young Children, 1973, 28, 342-353.

Observed male and female teacher behaviors toward boys and girls in 18 classrooms from preschool through 2nd grade. Interviews were also conducted with 72 children in these classes. Results show teacher sex differences in the treatment of boys and girls and student sex differences in students' feelings about their teachers.

69. Levitin, T., & Chananie, J. Responses of female primary school teachers to sex-typed behaviors in male and female children. Child Development, 1972, 43, 1309-1316.

A total of 40 first and second grade teachers were asked to rate 2 hypothetical children, described as dependent, aggressive or achievement oriented. Each type of characterization was alternately paired with a male or female name. Teachers were asked whether they approved of the child's behavior, liked the child, and considered the child's behavior as typical.

70. Levy, B. Do schools sell girls short? In J. Stacey, S. Bereaud, & J. Daniels (Eds.), And Jill came tumbling after: Sexism in American education. New York: Dell Publishing Co., 1974.

Discusses how traditional demands of schools function to perpetuate traditional sex roles. Looks at: (1) the interaction of masculine and feminine sex roles with the schools' expectations for pupil behavior, (2) the authority structure of the school itself and (3) segregated classes and activities. Suggestions for change are offered.

71. Litcher, J., & Johnson, D. Changes in attitudes toward Negroes of white elementary school students after use of multiethnic readers. Journal of Educational Psychology, 1969, 60(2), 148-152.

Compared the racial attitudes of 34 second graders who had 4 months of reading instruction from multiethnic readers to the attitudes of 34 second graders instructed from regular readers. Results showed that children using the multiethnic readers responded significantly more favorably toward Negroes than the children using regular readers.

72. Matthews, M., & McCune, S. Why title IX? Washington, D.C. National Foundation for the Improvement of Education, 1976. (ERIC Document Reproduction Service No. ED 125 463)

The implementing regulation for Title IX of the 1972 Education Amendments establishes detailed criteria for identifying and eliminating sex discrimination in education programs and activities. This document focuses briefly on answers to some of the questions that have arisen concerning the implementation. The educational and social effects of sex discrimination in education programs and activities are also documented.

73. McArthur, L. Z., & Eisen, S. V. Achievements of male and female storybook characters as determinants of achievement behavior by boys and girls. Journal of Personality and Social Psychology, April 1976, 33(4), 467-473.

36 male and 36 female nursery-school children heard either a stereotype story depicting achievement behavior by a male, but not by a female, a reversal story depciting achievement behavior by a female, but not by a male, or a control story depicting no achievement behavior by any character. As predicted, a significant Sex-Storybook interaction effect was obtained.

74. McCune, S. Title IX--Sexism in education. Humanist Educator, June 1976, 14(4), 195-207.

The article discusses the historical trends leading to development and implementation of Title IX. The major provisions of the regulation for Title IX are listed as admissions, treatment of students, employment, and a general section. Implications of Title IX and an institutional compliance checklist are presented.

75. McGraw-Hill Book Company. Guidelines for equal treatment of the sexes in McGraw-Hill Book Company publications. New York: McGraw-Hill, 1972.

Presents guidelines designed to make McGraw-Hill staff members and authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in publications.

76. Mertins, D. M. Expectations of teachers-in-training: The influence of a student's sex and a behavioral vs. descriptive approach in a biased psychological report. Journal of School Psychology, February 1976, 14(3), 222-228.

Undergraduate teachers-in-training (n-94) were introduced to a hypothetical child through biased psychological reports that differed according to the described child's sex, favorability of the report, and behavioral vs. descriptive style of the psychological reports. The subjects rated an essay and a report card for the hypothetical child. Results are discussed.

77. Michigan Univ. Sex discrimination in education: Newsletter, Vol. I, Nos. 1 and 2, Oct.-Dec., 1975. Ann Arbor, Mich.: Sex Discrimination News, Department of Psychology, 1975.

This new bimonthly publication attempts to respond to the intent of the Women's Educational Equity Act (1974) which includes provisions for support of research and corrective programs geared toward elimination of sex stereotyping in textbooks and curricular materials.

78. Mulawka, E. Sex role typing in the elementary school classroom as reinforcement of sex role stereotypes learned at home. Dissertation Abstracts International, 1973, 33(11-A), 6472-6473.

Observed classroom interactions and performed content analysis of written and pictorial materials in 28 classrooms from kindergarten through third grade. Specific areas examined were: (1) occupational and leadership references in classroom materials, (2) teachers' responses to children's behavior, and (3) teachers' delegation of classroom work, play, and housekeeping duties to boys and girls.

79. Nash, A. Changing attitudes toward sex-role differentiation: The effect of a sex-role awareness course on sex-role stereotyping and sex-role anxiety. Dissertation Abstracts International, 1974, 35(3-A), 1450-1451.

Examined the impact of a 12-session sex role awareness course for fifth graders on children's attitudes toward sex-role. Results are presented by the sex and socioeconomic status of the child and the working status of the mother.

80. Nickerson, E. T. Intervention strategies for modifying sex stereotypes. 1975, (ERIC Document Reproduction Service No. ED 123 513)

This paper examines ways in which schools are a major agent in the continuing socialization that leads to discrimination against women and sex-role stereotyping.

81. Oberlander, M. I., and others. Sex role development and creative functioning in preadolescent and adolescent students. April 1975. (ERIC Document Reproduction Service No. ED 124 268)

This paper presents a study which tested 38 boys and 38 girls from grades 3-5 and 6-8 in both sex role identification and creativity. Overall, sex-role groups did not differ in creative functioning, sex groups showed no difference, and age groups were not differentiated.

82. Parks, B. J. Career development--How early? Elementary School Journal, May 1976, 76(8), 468-474.

Describes an experiment which examined the effects of exposing elementary school students to a career-oriented curriculum. Also examined were the effects of the curriculum on students' career awareness, sex bias, and choices of occupation.

83. Parsons, J. E., & others. Cognitive-developmental factors in emerging sex differences in achievement related expectancies. Journal of Social Issues, Summer 1976, 32(3), 47-62.

Literature suggests that females have lower initial expectancies for success than males. The antecedents of this difference are considered; (a) by examining when expectancy differences develop, and, (b) by examining cognitive factors which may underlie these differential expectancies.

84. Patterson, D. S. Social ecology and social behavior: The development of the differential usage of play materials in preschool children. April 1976. (ERIC Document Reproduction Service No. ED 128 106)

A series of three studies investigated the role of play materials in supporting social interactions of nursery school children. The results were interpreted as supporting the view that the effect of play setting on social interaction is not intrinsic to the play materials but depends upon the child's expectations and knowledge of the situation.

85. Portuges, S., & Feshback, N. The influence of sex and socioethnic factors upon imitation of teachers by elementary school children. Child Development, 1972, 43(4), 981-989.

Looked at the influence of sex, socioeconomic status, and race on third and fourth grade children's tendency to model a teacher's incidental gestures from a 4-minute color film of a georgraphy lesson. Also examined the relation of teachers' dependency ratings of children and the positive versus negative reinforcement techniques of the filmed model to the child's degree of imitation.

86. Potter, E. F. The classroom environment and children's participation. Administrator's Notebook, January-April, 1975-1976.

Reports the importance of children's expectations of social approval to an important achievement behavior; interacting with the teacher.

87. Racism and Sexism Resource Center for Educators, New York, N. Y. Sexism and racism in popular basal readers 1964-1976. Based upon: A 1973 report by the Baltimore feminist project. A 1975 postscript by Mary Jane Lipton. An afterword by the racism and sexism resource center for educators. 1976. (ERIC Document Reproduction Service No. ED 123 307, microfiche only)

This study looks at racial and sexual discrimination in five series of basal readers widely used in Baltimore. The examination reveals that females and racial minorities are underrepresented in central roles. When they do appear, their characterization reinforces traditional sexual and racial stereotypes.

88. Rapoza, R. S., & Blocher, D. H. The Cinderella effect: Planning avoidance in girls. Counseling and Values, October 1976, 21(1), 12-18.

Helping girls to plan clearly and consciously for a future in which education, work and family responsibilities can interact optimally for self-actualization may be the greatest challenge facing counselors. This study explores differences in career planning between 1,577 high school boys and girls in a large mid-western city.

89. Reha, R. K., & Nappi, A. T. Are your sex stereotypes showing? Elementary School Journal, November 1975, 76(2), 70-74.

Examined sex stereotyping among 197 elementary school pupils, who accepted or rejected each statement of a 24-item checklist that indicated stereotyping. Stereotyping declined for each grade level, and the decline was more pronounced among girls than boys.

90. Robinson, B. E. Sex-typed attitudes, sex-typed contingency behaviors, and personality traits of male caregivers. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orelans, Louisiana, March 17-20, 1977.

This study employed 3 experimental groups: (1) male caregivers, (2) female caregivers, (3) male engineers. Sex-typed attitudinal preferences for boys and girls, and femininity of personality traits were compared for all three groups. Patterns of reinforcement of childre, for masculine and feminine behaviors were compared for groups 1 and 2. Results and implications were discussed.

91. Robitaille, D. F. A comparison of boys' and girls' feelings of self-confidence in arithmetic computation. Mathematics education diagnostic and instructional centre (MEDIC) report no. 3-76. Vancouver, British Columbia: University of British Columbia, 1976. (ERIC Document Reproduction Service No. ED 128 229, microfiche only)

Boys' and girls' achievement in arithmetic computation was compared with their feelings of self-confidence in performing computations. A total of 2,654 girls and 2,786 boys from grades 5 through 8 in one school system participated in the study. The investigator concluded that the data support the general finding that boys tend to overrate their ability while girls tend to underrate theirs.

92. Ross, D., & Ross, S. Resistance by preschool boys to sex-inappropriate behavior. Journal of Educational Psychology, 1972, 63, 342-346.

Recorded the toy choices and resistance behaviors of 60 preschool children in a naturalistic setting when their teacher recommended the choice of a sex-inappropriate toy. Found that most boys resist the advocation of a sex-inappropriate toy and that boys and girls more often picked sex-appropriate toys for boys than for girls.

93. Saario, T., & others. Sex role stereotyping in the public schools. Harvard Educational Review, 1973, 43, 386-416.

Examines sex-role stereotyping in three areas. Documents sex role stereotyping in kindergarten to third grade textbooks. Raises the issue of sex bias in the item content and language usage in standardized tests. Discusses the presence and ramifications of different curriculum patterns for males and females.

94. Sanderson, H. W. Student attitudes and willingness to spend time in unit mastery learning. Research in the Teaching of English, Autumn 1976, 10(2), 191-198.

95. Schenck, J. P. Sexism in textbooks: A guide to detection. American Vocational Journal, October 1976, 51(7), 42-45.

The author contends that even though forces are at work to eliminate sexism in employment and education, sex stereotyping is so ingrained in the culture it is almost impossible to detect in discourse of any kind, let alone textbooks. The author offers a guide to detection.

96. Schmuck, P. A. Sex differentiation in public school administration. "Wanted: More women" series. (Doctorial dissertation, University of Oregon, 1975) (ERIC Document Reproduction Service No. ED 126 593, microfiche only)

Women have always been underrepresented in educational administration, and their numbers in administrative roles have declined in recent years. This monograph examines some of the factors determining this under-representation. The study emphasizes the interaction between individual socialization patterns and the norms and standards of the larger society which reinforce differentiated sex-roles.

97. Schmuck, P. A. The spirit of title IX: Men's work and women's work in Oregon public schools. OSSC Bulletin Vol. 20, No. 2. October 1976. (ERIC Document Reproduction Service No. ED 128 966)

The purposes of this paper are (1) to explain the concept of sex-role stereotyping and how it guides the behavior of men and women, (2) to illustrate how one's sex has directly affected men's and women's career paths in the field, (3) to explain how sex segregation is perpetuated, and (4) to describe the possible consequences of sex inequity in school management for the functioning of schools.

98. Seifert, K. Perceptions of men in early childhood education. 1974. (ERIC Document Reproduction Service No. ED 125 756)

In an effort to determine the effect of sex-role expectations and low economic return on the number of men teaching at the preschool level, this study surveyed 116 women and 10 men involved in early childhood education. Results indicated that women teachers needed to be more concerned than men about earning a living while men teachers, (more than women) needed to have love for children, a desire to change the schools, and a less friendly rapport with colleagues to be successful.

99. Serbin, L., & others. A comparison of teacher response to the pre-academic and problem behavior of boys and girls. Child Development, 1973, 44(4), 796-804.

Observed a range of child behaviors and teacher responses for 225 3- to 5-year-old children in a nursery school setting. Data revealed several areas in which teachers treated boys and girls differently. Results of a postobservational questionnaire indicated that teachers were not aware of responding differently to boys and girls.

100. Sexism in Textbooks Committee of Women at Scott, Foresman, and Company. Guidelines for improving the image of women in textbooks. Glenview, Ill.: Scott, Foresman, and Company, 1974.

Presents guidelines aimed at eliminating sexism as it relates to women in textbooks. Contains general guidelines for text and illustrations, recommendations for avoiding sexist language, and suggestions on how to deal with unavoidable sexism.

101. Sexton, P. C. The feminized male . New York: Vintage Books, 1970.

This book deals with the effects of schooling boys, discussing and documenting the problems created when boys' masculine sex-role is combined with the school's feminized standards of pupil behavior. Includes data from a nationwide study by the author on masculinity and school achievement.

102. Sexton, P. C. Women in education. Perspectives in American education. Bloomington, Indiana: Phi Delta Kappa, 1976. (ERIC Document Reproduction Service No. ED 127 261)

This book, one of a five-volume series dealing with perspectives in American education, discusses the education of women. The purpose of the series is to provide a better understanding of the educational process and the relation of education to human welfare.

103. Shaffer, W. M. The use of item-favorability data as evidence of sex bias in interest inventories. April 1976. (ERIC Document Reproduction Service No. ED 128 463)

Item data from two scales of the Ohio Vocational Interest Survey were used to investigate the relationship between item-favorability and sex bias. Item-response data, item sex group interaction data, and item-total score correlational data were examined.

104. Smith, D. A study of the relationship of teacher sex to fifth grade boys' sex role preference, general self concept, and scholastic achievement in science and mathematics. Dissertation Abstracts International, 1971, 31(9-A), 4563.

Compared 280 male-taught fifth grade boys to 287 female-taught boys on measures of masculine role perception, self-concept, and achievement in math and science. Findings indicated that male-taught boys were lower in psychological effeminacy and higher in school-related self-concept than female-taught boys. Effects of male teachers on achievement were found only for mathematical problem solving.

105. Stage, E. K. Sex stereotyping--finding ways to activate the passive. Science Teacher, May 1976, 43(5), 8-10.

Cites educational research which reveals six stereotypes and relates these to science classes. Proposes teaching methods to motivate and increase relevance for students.

106. Stake, J. E. Effects of contrived information of female and male performance on the achievement behavior of preschool girls and boys. Journal of Applied Social Psychology, January-March, 1976, 6(1), 85-93.

Gave 2 trials on a marble-dropping task to each of 24 male and 24 female preschoolers. After the first trial, Ss in the sex-appropriate condition were told that children of their sex perform the task better than children of the opposite sex. S in the sex-inappropriate condition were told that children of their sex performed the task less well than children of the opposite sex. Children of both sexes set significantly higher goals when told that boys did better at the task.

107. Thompson, G. B. Sex differences in reading attainments. Educational Research, November 1975, 18(1), 16-23.

108. Tibbetts, S. Elementary schools: Do they stereotype or feminize? Journal of the NAWDAC, February 1976, 40(1), 27-32.

Researchers seem unable to agree on whether schools promote sex-role stereotypes or not. On the one hand, schools are accused of harming children because they deny sex differences; on the other hand, they are charged with harming children because they do not deny sex differences. Research results are presented.

109. Tidball, M. E. On liberation and competence. Educational Records, Spring 1976, 57(2), 101-110.

Educators need to do more thinking about the environment they create for students, and for women students in particular. The author intends to encourage thinking and discussion on the best ways to deliberately and positively promote the maximum unhomogenized development of both young women and young men.

110. Tregaskis, G. The relationship between sex role standards of reading and reading achievement of first-grade boys. Dissertation Abstracts International, 1972, 33(6-A), 2777.

39 first grade boys were exposed to a treatment designed to masculinize reading. The treatment consisted of: (1) a slide presentation with prestigious males promoting reading, (2) middle-school male reading tutors, and (3) reading materials selected for their appeal to boys. Results indicated that the treatment counteracted the feminine sextyping of reading but showed no effects on achievement.

111. Verheyden-Hilliard, M. E. The sexist humanist and the oppression of girls. Humanist Educator, June 1976, 14(4), 142-148.

The author challenges humanist educators to recognize the systematic oppression of girls through enculturation and socialization processes. She points out existing discrimination in occupations and sex roles. Educators are further challenged to help girls develop independency and self-respect through the educational system.

112. Vroegh, K. S. The relationship of sex of teacher and father presence-absence to academic achievement. Dissertation Abstracts International, 1973, 33(10-A), 5569.

This research studied evidence concerning the interrelationships of sex of teacher, extent of father presence-absence (measured by the Father Activity Inventory) and the sex of the child to academic achievement (measured by standardized achievement tests). Ss were 4th and 5th graders from higher SES strata. No significant interrelationships were found.

113. Vroegh, K. S. Sex of teacher and academic achievement: A review of research. Elementary School Journal, 1976, 76(7), 389-405.

Reviews over 100 studies dealing with the effects of teacher sex on academic achievement. Concludes that there is little support for the hypothesis that male teachers improve boys' academic achievement when compared with female teachers or that they help to reduce the problems faced by boys in school.

114. Weitzman, L., & Risso, D. Images of males and females in elementary school textbooks in five subject areas. In Biased textbooks. Washington, D.C.: Resource Center on Sex Roles in Education, 1974.

This study systematically analyzed the illustrations in first through sixth grade textbooks previously identified by a panel of expert educators and publishers as being the most widely used textbooks over a five-year period. Results are presented for science, mathematics, reading, spelling, and social studies textbook series.

115. Wiechel, L. Sex-role perception as a barrier to cooperation: Assessment techniques and program of educational influence. Educational and Psychological Interactions, November 1973, 41(6).

Twelve groups of 4th and 6th graders, each containing 10 boys and 10 girls who had had only female teachers, were administered several instruments to assess perception of sex roles, cooperation readiness, and educational programs designed to increase equality between the sexes.

116. Wisconsin State Dept. of Public Instruction. State superintendent's advisory task force on freedom for individual development. Final report of the sex role stereotyping sub-task force. February 1976. (ERIC Document Reproduction Service No. ED 126 550, microfiche only)

117. Women on Words and Images. Dick and Jane as victims: Sex stereotyping in children's readers. Princeton, New Jersey: Women on Words and Images, 1972.

Reports a systematic content analysis of the stories in 134 elementary school reading textbooks from 14 different publishers. Includes presentation of results, discussion of implications, and recommendations for change.

1. Aldous, J. Children's perception of adult role assignment: Father-absence, class, race and sex influences. Journal of Marriage and the Family, 1972, 34, 55-65.

   Low-income, preschool, white and black children from father-absent and father-present homes were interviewed concerning their perceptions of which sex performed certain conventional adult roles. A comparison of middle- and lower-class preschool father-present subjects was also made. Results showed no consistent differences in perceptions as a result of father-absence or SES.

2. Arnstein, H. S. How sex attitudes develop. Day Care and Early Education, May-June 1976, 3(5), 11-14.

   Discusses the feelings that are part of a child's developmental stages. Included are: genital self-discovery, masturbation, discovery of sex differences, and birth fantasies. Stresses importance of parent's feelings which are communicated to child.

3. Badaines, J. Identification, imitation and sex-role preference in father-present and father-absent Black and Chicano boys. Journal of Psychology, 1976, 92, 15-24.

   Father-absent and father-present Black and Chicano 7-year old boys were tested for sex-role preference and tendency to imitate filmed male and female roles. Masculine preference appeared well-established for all groups of children, but was more marked for father-present subjects.

4. Barber, L. W. Sex-role stereotyping in select families: When and where does it appear? Schenectady, New York: Union College, 1975. (ERIC Document Reproduction Service No. ED 124 300).

   Sex role stereotyping by parents of male and female children was assessed by asking parents in 88 middle-class families to rate the importance of five broadly defined categories of attitudes they believed a 2-year-old should learn. Findings indicated some stereotyping in families with more than one child of the same sex but no stereotyping in the other families studied.

5. Baruch, G. K. Maternal role pattern as related to self-esteem and parental identification in college women. Paper presented at a meeting of the Eastern Psychological Association, Boston, April 1972.

Self-esteem in college daughters of working and non-working mothers was measured. No significant differences were found. Daughters of non-working mothers tended to be in the high and low thirds, while those of working mothers were usually in the middle third. There was a tendency for self-esteem scores to be higher for Ss whose mothers desired a career regardless of their actual patterns of employment. Some explanation of the results is offered.

6. Bermar, P. W. Social context as a determinant of sex differences in adults' attraction to infants. Developmental Psychology, July 1976, 12(4), 365-366.

7. Bigner, J. J. Sibling influence on sex-role preference of young children. Journal of Genetic Psychology, 1972, 121, 271-282.

Age-spacing between siblings and the sex of the older sibling in two-child families were examined as possible influences on the sex-role preference of second-born children. Sex-role preference was determined by scores on the It Scale for Children (ITSC). Age-spacing did not appear to influence sex role preference except for males who had an older sister. The influence of an older male but not an older female sibling was significant.

8. Biller, H. B. Father absence, maternal encouragement and sex-role development in kindergarten-age boys. Child Development, 1969, 40, 539-546.

Father-present and father-absent kindergarten boys were compared in regard to three measures of masculinity, i.e., sex role orientation, preference and adoption. Father-present Ss were found to be significantly more masculine on measures of orientation but not of adoption. For father absent boys only, degree of maternal encouragement of masculine behavior was related to measures of preference and adoption but not to orientation.

9. Biller, H. B., & Zung, B. Perceived maternal control, anxiety, and opposite sex-role preference among elementary school girls. Journal of Psychology, 1972, 81, 85-88.

Girls between the ages of 9 and 12 were studied to assess the relationship between degree of maternal control, anxiety level and masculine sex-role preference. A positive relationship was found. Maternal control was measured by scores of the Schaefer Inventory of Parental Behavior.

Anxiety was measured by scores on the Children's Manifest Anxiety Scale and the General Anxiety Scale for Children. Masculinity items from Rosenberg and Sutton-Smith's (1964) play and game list were used.

10. Biller, H. B. Paternal deprivation. Lexington, Mass.: Lexington Books, 1974.

This book provides an extensive review of the literature relating to the effects of paternal deprivation on boys and girls of each socioeconomic class. Paternal deprivation is viewed as detrimentally influencing sex role development, peer and social relationship and cognitive and academic achievement. The early importance of the father is emphasized.

11. Block, J. H. Another look at sex differentiation in the socialization behaviors of mothers and fathers. In F. Denmark & J. Sherman (Eds.), Psychology of women: Future directions of research. New York: Psychological Dimensions, Inc., in press.

A reassessment of the evidence cited by Maccoby and Jacklin (in The Psychology of Sex Differences, 1974) indicating minimal sex differentiation in the socialization behaviors of mothers and fathers. Block also introduces new data from studies using the Block Child Rearing Practices Report (CRPR). The author concludes that sons and daughters are differently socialized with respect to far more behaviors than indicated by Maccoby and Jacklin.

12. Bryan, J. W., & Luria, Z. Sex role learning: A test of the selective attention hypothesis. (Paper presented at the convention of the Society for Research in Child Development, New Orleans, Louisiana, March 17-20, 1977.)

Two studies testing selective attention to same sex model were made. Pictures of a male and female model performing matched sex-neutral, sex-appropriate and sex-inappropriate acts were shown and visual attention was assessed by the method of feedback EEF. Recall, recognition and preference for the slides were also measured.

13. Domash, L. G. Selected maternal attitudes as related to sex, sex-role preference and level of psychological differentiation of the 5 year old child. Dissertation Abstracts International, 1973, 34, 2925-B-2926-B.

This study investigated the relationship between maternal attitudes toward autonomy and expectation of sex differences in behaviors of children (60-74 months) on the one hand, and the child's sex-role preference and level of psychological differentiation on the other. A major finding was that psychological differentiation was negatively correlated with mother's expectation of sex-differences for girls and was uncorrelated for boys.

14. Fagot, B. I. Sex-differences in toddler's behavior and parental reaction. Developmental Psychology, 1974, 10, 554-558.

Play behavior and toy choices of middle class toddlers were assessed. Parental reactions were measured, and a child-rearing questionnaire was administered. Sex differences were found with boys playing more often with blocks and manipulating objects significantly more. Girls more often asked for help, played with dolls, danced and dressed up more often than boys. Parents reacted differently in accordance with the child's sex.

15. Fein, G. Pretend play: Sex differences and maternal influences between 12 and 18 months. New Haven, Connecticut: Yale University. 1974. (ERIC Document Reproduction Service No. ED 124 271)

This study investigated the pretend play behavior of 16 boys and girls aged 12 and 18 months during two home visits. Analysis of sex differences showed that differences in pretending may appear as early as 12 months of age and that girls are involved more than boys in other-directed nurturing activities and in the use of representations of animate objects.

16. Fein, G., & others. Sex stereotypes and preferences in the toy choices of 20-month-old boys and girls. Developmental Psychology, 1975, 11, 527-528.

Toy preferences were found to match adult sex-stereotypes for the 6 toys tested with 20-month-old children. Both in free-play and imitation conditions girls preferred "girls'toys" and boys, "boys'toys." The relationship between familiarity and toy preference was examined.

17. Flammer, D. P. Self-esteem, parent identification and sex-role development in preschool age boys and girls. Child Study Journal, 1971, 2, 39-45.

This study looks at the relationship between three aspects of sex-role of nursery age children on the one hand, and the degree of identification with parent (same or opposite sex) and self-esteem, on the other. The preschool form of the Children's Self-Social Constructs Test was used to measure the child's conception of himself and his relations with parents.

18. Goldberg, S., & Lewis, M. Play behavior in the year old infant: Early sex differences. Child Development, 1969, 40, 21-31.

A study examining the relationship of sex and age of infant to infant and maternal behavior. Infants were tested at 6 months and 13 months. Two maternal behaviors were recorded: number of vocalizations to infant and amount of physical contact with infant. For the infant, latency to return to mother, number of returns to mother, time spent looking at mother were several of the behaviors studied.

19. Goodman, L. W., & Lever, J. A report on children's toys. In J. Stacey, S. Bereaud, & J. Daniels (Eds.), And Jill came tumbling after: Sexism in American education. New York: Dell Publishing Co., 1974.

A report from Ms. magazine on sex differentiation in children's toys. Findings were: Boys' toys are more varied and expensive, complex,active and social. Neutral toys are viewed as most creative and educational. Feminine toys are seen as most simple, passive and solitary.

20. Herzog, E., & E. Sudia, C. E. Children in fatherless families. In B. M. Caldwell & H. N. Riccuiti (Eds.), Review of child development research. Chicago: University of Chicago Press, 1973, 3, 141-232.

A critical review of studies examining the effects of father-absence on intellectual ability, achievement, and socially undesirable behavior and sex-role development. Present evidence is found to be inconclusive. A complex interaction of variables is thought to mediate the effects of father-absence. Practical implications are discussed.

21. Hoffman, L. W. Effects of maternal employment on the child: A review of the research. Developmental Psychology, 1974, 10, 204-228.

A review of research pertaining to effects of maternal employment on sex-role attitudes of boys and girls and the attractiveness of mother as a model for their daughters. Self concept and social adjustment of children were also studied. A major finding was that maternal employment was associated with less traditional sex-role concepts in daughters.

22. Kelly, J., & Worell, L. Parent behaviors related to masculine, feminine, and androgynous sex role orientations. Journal of Consulting and Clinical Psychology, October 1976, 44(5), 843-851.

Male and female college students were administered the Berzins-Welling ANDRO scale, a measure of psychological androgyny, and the Parent Behavior Form. The results indicate that new conceptualizations of sex role orientations, which consider masculine and feminine characteristics to be independent, uncorrelated dimensions, are distinctively related to reported parental child-rearing practices.

23. Kinsell-Rainey, L. W. Incidental learning of sex role characteristics. Master's Thesis, Southern Illinois University, 1972. (ERIC Document Reproduction Service No. ED 129 427)

The content and process of incidental learning of sex role related characteristics through play behavior was explored in a study of more than 6000 toys sold by Sears, Roebuck & Company between 1900 and 1970, as represented in their mail order catalogs.

24. Lambert, W. E., & others. Child training values of English Canadian and French Canadian parents. Canadian Journal of Behavioral Science, 1971, 3, 217-236.

Canadian parents' reactions to tape recordings of common childhood incidents and behaviors were explored as a function of sex of child. A questionnaire was used to assess parents' perceptions of similarities and differences in the behaviors of boys and girls and their opinions as to whether sex role differences in behavior should exist. Ss were parents of 6-year-old children.

25. Le Corgne, L. L., & Laosa, L. M. Father absence in low-income Mexican-American families: Children's social adjustment and conceptual differentiation of sex-role attributes. Developmental Psychology, 1976, 12, 470-471.

Father-absent and father-present 4th grade primarily Mexican-American children were compared on social and emotional adjustment (measured by teachers' ratings and scores on the Bender-Gestalt Test). They were also compared on conceptual development and on conceptual differentiation of sex role attributes. Some differences between the two groups were found.

26. Leventhal, G. Influence of brothers and sisters on sex-role behavior. Journal of Personality and Social Psychology, 1970, 16, 452-465.

A series of 4 studies in which characteristics and interests of college men with male siblings were compared to those of men with female siblings. The large variety of measures used included the California Psychological Inventory (CPI), a Student Activities and Intest form, IPAT Anxiety Scale, MMPI, and the Maudsley Personality Inventory. Results were discussed as indicating contrast and limitation phenomena in 2nd born males with one sibling.

27. Lewis, M. State as an infant-environment interaction: An analysis of mother-infant interactions as a function of sex. Merrill-Palmer Quarterly, 1972, 18(2), 95-122.

Behavior of 3-month-old infants and maternal response were studied as a function of the sex of the infant. Ss were drawn from a full range of SES levels. Results are discussed in terms of the interaction between the infant and his environment. Sex-differentiated maternal responses were found to be a function of the type of infant behavior considered.

28. Lewis, M. Parents and children: Sex-role development. School Review, 1972, 80(2), 229-240.

This inquiry examines socialization processes that produce observable sex differences in human infants. The author discusses two patterns of parental attachment behavior (prosocial and distal) and notes that parental attitudes and behaviors are a function of the infant's sex. Girls and boys undergo different socialization patterns at different ages. The results are based on several mother-infant studies.

29. Lozoff, M. M. Fathers and autonomy in women. Annals of the New York Academy of Sciences, 1973, 208 91-97.

On the basis of intensive interviews and psychological testing, 49 able college women were divided into 8 sub-groups on the basis of clinically derived evaluations of autonomy and conflict. Three of these were described: "Autonomous developers" (N=7); "autonomous conflicted" (N=16); and "least autonomous" (N=15). A direct relation was found between father-daughter interaction and subsequent autonomy, achievement needs and their perceptions of "success."

30. Lynn, D. B. The father: His role in child development. Monterey, Calif.: Brooks/Cole, 1974.

This book examines the father role in cultural perspective. Theories of the father role are explored and related evidence is considered. A look at the literature dealing with the effects of the father on sex-role development, intellectual and cognitive achievement, moral development, and the mental health of the child is presented.

31. Marcus, R. F. The child as elicitor of parental sanctions for independent and dependent behavior: A simulation of parent-child interaction. Developmental Psychology, 1975, 11, 443-452.

Parental reaction to independent and dependent behavior of 2 boys and 2 girls while working on puzzles in a laboratory setting was examined. Thirteen categories of parental response were analyzed with regard to differential impact of children's behavior. Some differences between mothers' and fathers' responses were found.

32. Masters, J. C. & Wilkinson, A. Consensual and discriminative stereotype of sex-type judgments by parents and children. Child Development, 1976, 47, 208-217.

Two aspects of sex-appropriate stereotyping were measured as a function of age. These were "consensual stereotypy" i.e., normative agreement between Ss, and "discriminative stereotypy" i.e., the ability to differentiate degrees of stereotypy. Ss were 4, 7-8 year olds and adults. A major finding was that acquisition of consensually valid sex-appropriate stereotypes was largely complete by age 8, but a significant portion of that development occurred during the years 4-8.

33. Miller, S. M. Effects of maternal employment on sex-role perception, interests and self-esteem in kindergarten girls. Developmental Psychology, 1975, 11, 405-406.

For kindergarten, middle-class, father-present girls there was some evidence that maternal employment accompanied less tradtional response regarding parents' roles and girls' own interests. Teachers rated these girls as more aggressive, more likely to brag, more often seeking attention in negative ways than girls with mothers at home. No difference in self-esteem was found.

34. Moldawsky, S. A Freudian looks at Freud and feminity. September 1975. (ERIC Document Reproduction Service No. ED 127 515)

This article deals with the author's interpretation of the Freudian concept of penis envy. Penis envy is viewed as a psychological phenomenon rather than a biological phenomenon characterized as the "bedrock of feminity." The author praises the feminist movement for its negation of the concept of gender superiority and suggests psychoanalysis as a means for personal growth and discovery.

35. Oshman, H. P., & Manosevitz, M. Father absence: Effects of stepfathers upon psychosocial development in males. Developmental Psychology, 1976, 12, 479-480.

Scores of father-absent college males with and without stepfathers and father-present males were compared on the Rasmussen Ego Identity Scale of psychosocial development (E.I.S.). Mean scores for Ss in father-present and stepfather groups were higher than those for the father-absent group on each subscale of the E.I.S. and for the total score.

36. Parke, R. D., & O'Leary, S. E. Family interaction in the newborn period: Some findings, some observations, and some unresolved issues. M. K. Riegel & J. Meachom (Eds.), The developing individual in a changing world. Volume II. Social and environmental issues. The Hague: Mouton, 1975, 653-663.

This investigation explored the manner in which the father interacts with his newborn infant. Paternal and maternal interaction patterns were compared. The modifying impact of sex and ordinal position of the infant on parent-infant interaction was considered.

37. Puffer, G. Sexual concepts of kindergarten, first and second grade children as a function of their home environments. April 1976. (ERIC Document Reproduction Service No. ED 124 302)

This study compared the sex-role attitudes of 32 children (in grades K-2) from "traditional" homes (in which mothers stressed socialization toward standard cultural sex-roles) with the attitudes of 34 children of the same ages from "non-traditional" homes (in which mothers stressed non-sexist socialization).

38. Rheingold, H. L., & Cook, K. V. The contents of boys' and girls' rooms as an index of parents' behavior. Child Development, June 1975, 46(2), 459-463.

Canvassed the furnishing and toys of boys' and girls' rooms on the assumption that differences, if found, would indicate parental ideas about appropriateness by sex. The children were 48 males and 48 females under six years of age, each having his/her own room. The differences do indeed show differences in parental behavior.

39. Scott, P. B. A critical overview of sex roles research on Black families. March 1976. (ERIC Document Reproduction Service No. ED 127 403)

This article provides an overview of the research on black family studies which directly relates to sex role development. Weaknesses in the early research on black sex roles are outlined, and insights from recent studies are cited. Several statements are made about sex role development in black families, as it has been described in contemporary literature.

40. Slater, P. Parental role differentiation. In Rose Coser (Ed.), The family: Its structure and functions. New York: St. Martin. 1974, 350-369.

Slater explores Talcott Parson's hypotheses regarding the importance of parental role differentiation along the instrumental-expressive axis for the appropriate identification of the child. The author considers the question of cultural context and its relationship to parental role differentiation. He cites evidence contradicting the Parsonian conceptualization.

41. Stinnett, N., & Taylor, S. Parent-child relationships and perceptions of alternate life styles. Journal of Genetic Psychology, 1976, 129, 105-112.

In this study the relation between perceptions of parent-child relationships of 768 college men and women and their feelings about alternate life styles was assessed. Youth who perceived relationships with their parents as positive and close tended to have less favorable perceptions of alternate life styles (as measured by the Alternate Life Styles Perceptions Scale) than youth who had negative perceptions.

42. Thompson, N. L., & others. Parent-child relationships and sexual identity in male and female homosexuals and heterosexuals. Journal of Consulting and Clinical Psychology, 1973, 41, 120-127.

Parent-child relationships of college educated female and male homo and heterosexual Ss were evaluated. The Parent-child Interactions Questionnaire was used to assess parent-child relations. Sexual identity was measured by use of the Semantic Differential, an Adjective Check List, an M-F scale and the Franck Drawing Completion Test. Homo and heterosexual Ss were found to differ in relations to parents.

43. Tomeh, A. K. The family and sex roles. Toronto: Holt, Reinhart & Winston, 1975, 13-73.

Chapter II, "Sex Role Socialization," focuses on the structural variables of the family, as well as other institutions, and examines these variables for their effects on sex role acquisition. Chapter III, "Changing Sex Roles," considers some of the recent changes in the status of women in the context of the industrial process and the impact of women's employment, etc.

44. Tremaine, L., & others. Gender knowledge and sex-role stereotypes in young children: A critical review and integration. April 1976. (ERIC Document Reproduction Service No. ED 130 802)

This review and critique examines cognitive developmental theory and research conerning the development of gender knowledge, and social learning theory and research concerning the development of sex-role stereotypes. A preliminary integrated model of methodology is presented which is designed to emphasize the interaction between cognitive organizational changes and the environment's role in the learning process.

45. Vroegh, K. S. The relationship of sex of teacher and father presence-absence to academic achievement. Dissertation Abstracts International, 1973, 33(10-A), 5569.

This research studied evidence concerning the interrelationships of sex of teacher, extent of father presence-absence (measured by the Father Activity Inventory) and the sex of the child to academic achievement (measured by standardized achievement tests). Ss were 4th and 5th graders from higher SES strata. No significant interrelationships were found.

46. Wilborn, B. L. The myth of the perfect mother. Counseling Psychologist, 1976, 6(2), 42-45.

This paper notes that the modern mother is being bombarded with literature that indicates that she must be perfect in her mothering or countless ills will befall her children. The article notes the detrimental consequences of such demands and explores therapeutic means of counteracting the pressures.

CURRICULUM MATERIALS

1. Faxon, P. (Comp.), & Bolint, M. (Comp.). Films by and/or about women, 1972: Directory of filmmakers, films, and distributors; internationally; past and present. Berkeley, Calif.: Women's History Research Center, Inc. October 1972.

   This directory lists a variety of films about women. Reflective of the content, the directory is divided into categories: animated; anthropology, ethnology, sociology, and science; birth and control of birth; careers and job discrimination; children and child care; documentaries; experimental, avant-garde, and classics; male-female relations and marriage; female portraits and biographies; performing arts; sensuality and sexuality; social protest; and Third World.

2. Feminists Northwest. Whatever happened to Debbie Kraft? An awareness game for educators, counselors, students, and parents. 1975. (ERIC Document Reproduction Service No. ED 128 235, microfiche only)

   An educational game relating the alternate career and life-style choices of an 18-year-old female high-school senior comprises this booklet. The game is designed to aid young women in their attempt to make decisions about their lives. Bibliographic sources are cited.

3. Feminists Northwest. Planning for free lives: Curriculum materials for combatting sex stereotyping in home economics, family living, and career awareness courses . 1975. (ERIC Document Reproduction Service No. ED 128 236, microfiche only)

   Classroom activities for high-school students in home economics are provided. The activities are designed to help male and female students gain home management skills without the usual limits of traditional sex-role stereotyping and they include instructions in cooking, sewing, family living, child care, and career awareness. Social inhibitions about home economics skills are discussed.

4. Feminists Northwest. Again at the looking glass: Language arts curriculum materials for combatting sex stereotyping. 1975. (ERIC Document Reproduction Service No. ED 128 237, microfiche only)

Presents classroom activities in language arts designed to make students aware of sex stereotyping. Ninety-two learning games that encompass a wide array of language-arts skills are described. Twelve criteria for evaluating educational material for sex-stereotyping characteristics are presented. A bibliography of books and other resource materials is provided for each section of the document.

5. Guttentag, M., & Bray, H. Undoing sex stereotypes. New York: McGraw-Hill, 1976.

This book contains the report of a 6-week intervention program aimed at changing children's sex-role stereotypes. Also included are the nonsexist objectives and curriculum for early childhood grades, middle grades, and junior high school as well as a review of research on sex stereotyping and a collection of resources for teachers.

6. Kalamazoo Public Schools, Mich. 180 plus: A framework for non-stereotyped human roles in elementary media center materials. Kalamazoo, Michigan: Kalamazoo Public Schools, July 1976. (ERIC Document Reproduction Service No. ED 127 236.

This annotated bibliography contains 183 nonsexist items for elementary grades. The materials do not depict stereotyped human roles. The items are classified as picture books, fiction, biography, science, social studies, language arts, miscellaneous books, audiovisual biography, and miscellaneous audiovisual materials. Materials are listed alphabetically by author under each category. Each entry includes publisher, date, reading level, and grade level.

7. Kalamazoo Public Schools, Mich. Recommendations for eliminating discrimination in the instructional program and guidelines for the evaluation of print and non-print materials. Kalamazoo, Michigan: Kalamazoo Public Schools, 1976. (ERIC Document Reproduction Service No. ED 127 237)

This guide is designed to eliminate discrimination and inappropriate stereotyping in the curriculum practices of the Kalamazoo Public Schools. It sets forth related goals, implementation plans, and evaluation procedures for each aspect of the instructional program.

8. Motomatsu, N. R. A selected bibliography of bias-free materials: Grades K-12. Olympia, Washington: Office of the State Superintendent of Public Instruction, January 1976. (ERIC Document Reproduction Service No. ED 127 408)

This bibliography was compiled to meet the needs of teachers and media specialists who are confronted with the scarcity of nonsexist materials, especially in the area of children's books. These materials were selected on the basis of recommendations and have been individually evaluated.

9. Quinn, K., (Comp.). Curriculum guide and bibliography: "Reducing sex-role stereotyping through career education." Bristol, Connecticut: Bristol Career Education Program. (ERIC Document Reproduction Service No. ED 130 058)

Lesson plans and bibliographies compiled in this booklet were created by participants in a series of in-service workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. The curriculum guide presents 15 high school lesson plans (units).

10. Sheridan, E. M. Techniques and materials for developing positive sex role identification. 1976. (ERIC Document Reproduction Service No. ED 124 893)

The premise of this paper is that teacher behavior and attitudes which uphold traditional sex stereotypes of masculinity and femininity, in which the male is always aggressive and unfeeling and the female is always passive and sensitive, are harmful to the psychological development of children. Ideas for increasing more positive sex role identification are presented.

11. Stebbins, L. B., & others. Sex fairness in career guidance: A learning kit. Cambridge, Massachusetts: Abt Publications, 1975.

This learning kit presents self-administered curriculum materials which can be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in career choice.

Postscript

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The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter which reports on new programs and publications and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter, write: ERIC Clearinghouse/Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

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